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ABSTRACT

The summer kindergarten program described in this guide is designed to meet the needs of children according to their stages of development and experience. The curriculum grows out of children's interests, learning styles, strengths, and stages of development. Direct experiences though which children can explore and discover constitute the core of the curriculum. Classrooms are organized into learning areas that provide flexible space for organizing materials around a common theme. The guide's three sections focus on the structuring of the first days of program implementation, creation of a learning environment, and enrichment of the curriculum. The first days are discussed in terms of a suggested daily schedule, sample floor plan, summer nutrition, classroom assistants, and prevention of child abuse. The section on creation of a learning environment concerns management routines, the value of play, developing literacy, the limited English proficient child, and integrating the curriculum. Thematic learning materials on becoming acquainted with each other and school, and an English as a second language theme on self, school and sensory experience, are included. The section on enrichment of the curriculum covers finger plays, songs, rhythms, games, neighborhood trips, summer activities, the multicultural classroom, children with special needs, and parent involvement. (RH)

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Foreword

The Summer Kindergarten Program is an exciting innovation. Both research and experience have shown that children who participate in a quality early childhood program demonstrate success in school in later years. The Summer Kindergarten is designed to insure that all children have opportunities for such positive educational experiences in the critical early years.

The program emphasizes a multicultural approach and guides educators in establishing a stimulating and supportive learning environment in which each child is valued and developmental differences are accepted.

We hope that this curriculum will contribute to a successful program--one that can truly offer bright beginnings to all our children.

Pearl M. Warner
Executive Director (Acting)
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Acknowledgments

Bright Beginnings is a project of the Division of Curriculum and Instruction, Pearl M. Warner, Executive Director (Acting); Morris Freedman, Administrative Assistant Superintendent (Acting).

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Division of Curriculum and Instruction, Getting Started in the All-Day Kindergarten. New York: Board of Education of the City of New York.

Office of Bilingual Education, Learning in a Multicultural World - Kindergarten ESL Edition. New York: Board of Education of the City of New York.

Division of Curriculum and Instruction, Three, Four, Open the Door. New York: Board of Education of the City of New York.

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Table of Contents

SECTION 1: THE FIRST DAYS

Introduction 1
Suggested Daily Schedule 3
Sample Floor Plan 4
Summer Nutrition 5
Classroom Assistants 6
Preventing Child Abuse 9

SECTION 2: CREATING A LEARNING ENVIRONMENT

Management Routines 15
The Value of Play 19
Developing Literacy 22
The Limited English Proficient Child 28
Integrating the Curriculum 32
THEME: Getting Acquainted with Each Other and School 35
ESL THEME: Myself - My School 53

SECTION 3: ENRICHING THE CURRICULUM

Finger Plays, Songs, Rhythms and Games 69
Neighborhood Trips 77
Summer Activities 79
The Multicultural Classroom 80
Children with Special Needs 86
Parent Involvement 88

Section 1
The First Days

Introduction

The Program

The Summer Kindergarten Program is designed to meet the needs of the children according to their stages of development and experience. Research indicates that children who attend kindergarten demonstrate a higher degree of academic achievement and social adjustment than those who do not.

The curriculum grows out of children's interests, learning styles, strengths, and stages of development. Direct experiences through which children can explore and discover are the core of the curriculum. The curriculum areas are interwoven, allowing children to develop skills, knowledge and competencies.

The classroom is organized into learning areas, efficient work spaces that provide flexible space for organizing materials around a common theme. The teacher creates an environment that includes areas for quiet activities as well s movement, materials that invite experimentation, and a relaxed climate in which children build trust and cooperation.

Children are ready to expand their vocabulary daily, to develop concepts and an appreciation of literature. Oral is language encouraged. Writing is introduced as an integral part of communication, a form which indicates that one's ideas are important and may be read by others.

Throughout Summer Kindergarten, the teacher asesses the individual child's progress and the implementation of the program. Based on observation, checklists, and samples of work, the teacher reviews, revises and restructures. Individual pupil folders are maintained and shared with parents. On-going communication between parent/caregiver and teacher is a critical factor in building school-related successes.

The Summer Kindergarten is a comprehensive program that emphasizes total child development, highlighting a multicultural instructional component. Children are encouraged to grow in curiosity, self-direction, determination, friendliness, cooperation and responsibility.

The Child

Kindergarten children enter school with varied experiences and expectations. They are curious and need to engage in direct, concrete experiences. These experiences give them opportunities to observe, to explore, to hypothesize and make generalizatiors. They need to integrate these experiences into knowledge they already possess in order to formulate new concepts and new ideas.

Kindergarten children are discovering the world around them. They have a limited understanding of time and space and live in the here and now. Their concern is with what is going on this minute, right here.

Kindergarten children have boundless energy, and are aware of their growth and increasing power. They can sit still for only short periods of time, but are able to work for extended periods at projects in which they are especially interested. Although they are beginning to develop control of their small muscles, many still cannot manage the fine details of writing and handling small objects.

Kindergarten children enjoy the world of make-believe, but often cannot distinguish between fantasy and reality. Dramatic play helps them to sort out the differences between the two. Creating a world of make-believe also enables them to create a world which they can control.

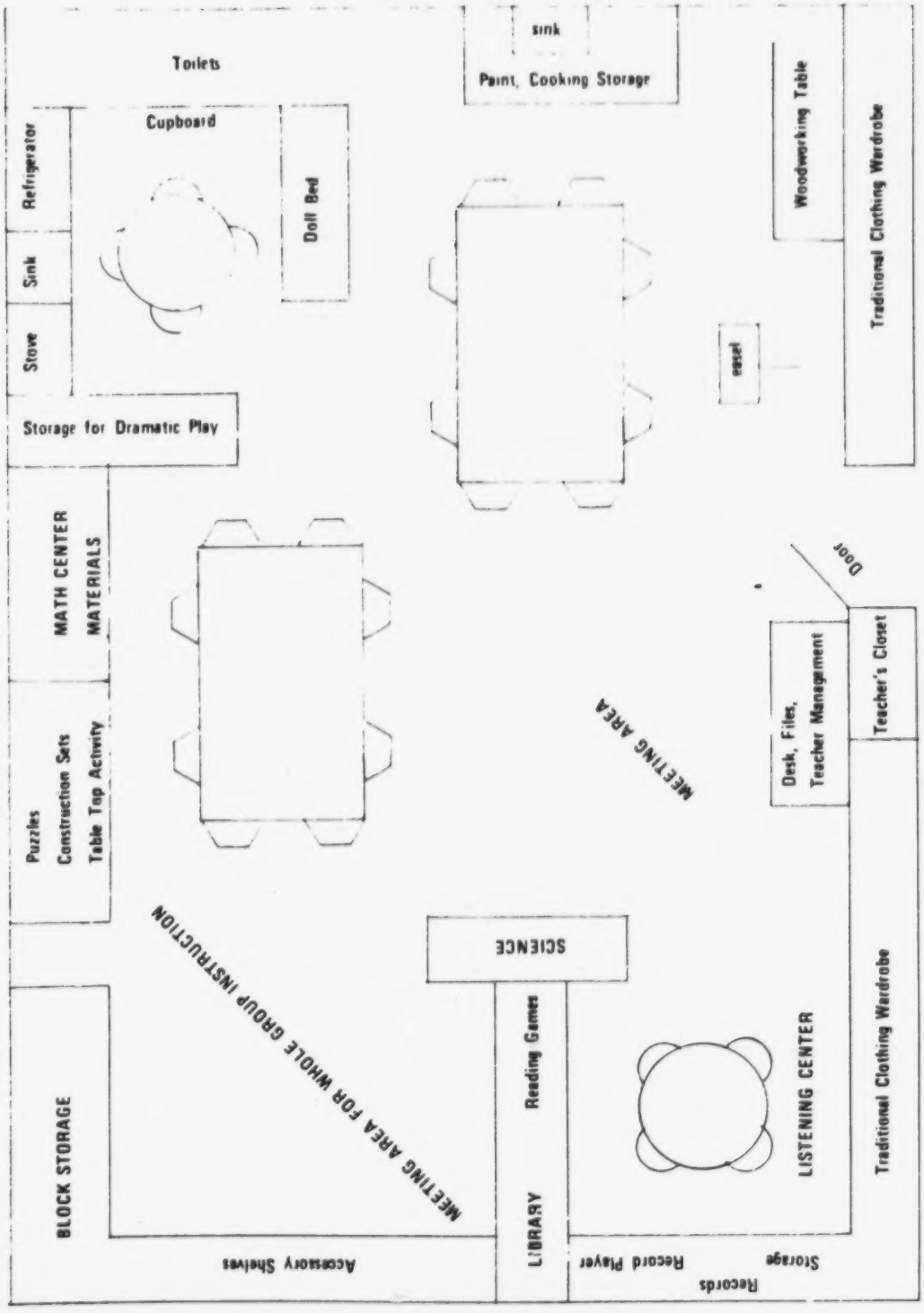
Kindergarten children seek praise and approval. They love to talk and try out new words and expressions. They like experiences in science, and numbers fascinate them. They are interested in solving problems, manipulating materials, dramatizing and creating. They like to listen to stories and often pretend to read. Kindergarten children are delightful, active, friendly and appreciative.

Suggested Daily Schedule

8:30 AM - 2:30 PM

8:30 - 9:00	Breakfast in lunchroom
9:00 - 9:15	Children look at books while awaiting classmates; class meeting
9:15 - 10:15	Work period. Children work in Learning Centers: Blocks, Library and Listening, Writing Center, Housekeeping, Art, others
10:15 - 10:45	Group discussion, story time
10:45 - 11:15	Active play/outdoors/neighborhood walks
11:15 - 11:30	Quiet time, fingerplays, poetry, preparation for lunch
11:30 - 12:00	Lunch for children and teachers. Children supervised by Kindergarten Coordinators, assisted by classroom paraprofessionals, in lunchroom. Children return to classroom after lunch.
12:00 - 12:30	Quiet time. Children listen to music, look at books, play quiet games.
12:30 - 1:15	Music time, songs, games
1:15 - 1:45	Table games, art activities, communication arts activities (puzzles, Lotto games, manipulatives), preparation of a snack
1:45 - 2:05	Story time, songs
2:05 - 2:20	Snack time
2:20 - 2:30	Getting ready for dismissal; dismissal

Sample Floor Plan



Summer Nutrition

The Summer Kindergarten Program will include breakfast, lunch and snacks, allowing special times for shared pleasures, spontaneous conversation and nutritious foods. In the Summer Kindergarten Program, breakfast and lunch will be served in the school lunchroom, and appropriate routines will be developed.

Children learn when and where to wash their hands, and to walk together to the lunchroom. There they are assigned to a table designated for them. Because they may be new to this experience, it is a good idea to have the table already set with their food trays before they arrive with the teacher. The educational assistant or other adult discusses the menu for the day. They talk about such topics as the origin of food, or why food is necessary. Children need time to finish eating without pressure. They should not be hurried. To make lunch more pleasant, conversation regarding favorite things such as birthdays or friends should be encouraged.

A finger play may be sung or a guessing game introduced. For example, the game "I'm thinking of ..." The teacher might say, "I'm thinking of something that you are eating that is round. You can buy it at McDonald's. Can you guess what I'm thinking of?" Children may be encouraged to give clues also.

After everyone is finished eating, the routine for emptying trays is introduced. A finger play or song can bridge the transition to the next activity, which is quiet time. After the children return to the classroom, they may play a brief picture game, e.g., choosing from a selection of food pictures in a pocket chart, those pictures which illustrate their lunch menu.

The teacher then may play soothing music and invite the children to listen or look at books or play a quiet game. Allowing children to bring a favorite toy from home can be comforting.

Snacks are incorporated into the daily classroom experience. They can sometimes be prepared by a small group of children and then set out on a tray for all to share. At other times, snacks are provided by the school lunchroom staff.

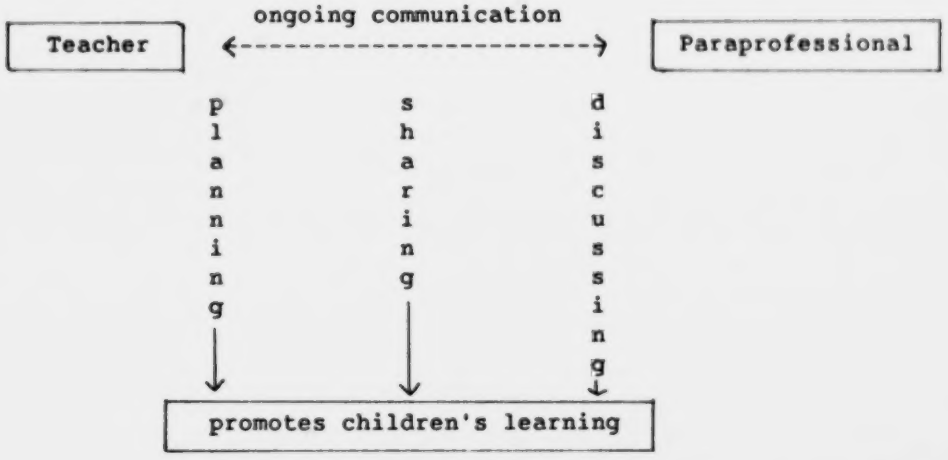
Nutritional benefits should be considered in the choice of snacks and new foods are often introduced. Children can prepare carrot sticks, cauliflower florets, red and green pepper strips. Peanut butter on crackers with raisin eyes and nose makes an appealing snack. Melon balls, tropical fruits, fresh coconut, grapefruit segments--all are healthy and refreshing snacks which are available in the summer months. Juice should be available at snack time, as children drink more when the weather is warm.

Classroom Assistants

Summer Kindergarten will have an educational paraprofessional assigned to each classroom. This will support the teaching/learning process in providing for:

- additional small group activities, such as making play dough, playing a Lotto game, telling a story.
- individual attention, observing a child's behavior patterns.
- preparation of materials.
- group activities outside of the classroom, such as a trip within the school, or picking up snacks in the lunchroom.
- other activities according to individual skills and interests (e.g., some assistants may play a musical instrument or have skills in working with wood or other raw materials).

While the teacher is the educational leader of the team, both the teacher and the paraprofessional can work together to guide children's development in a climate of mutual respect, purposeful cooperation, and support for one another.



The adult team in the Summer Kindergarten recognizes the importance of adult-child interaction during this critical time of growing and learning. The teacher and paraprofessional discuss the following adult behaviors which encourage each child's individuality and the implementation of these behaviors in the classroom:

- sitting, squatting or stooping down to a child's eye level when speaking face to face.
- listening attentively as children speak.
- encouraging children to grow in independence and self-reliance.
- commenting on what a child is doing without making value judgments, e.g., "You worked hard on your yellow and red fingerpainting."
- speaking clearly and slowly so that children can understand.
- accepting children's emotions and modeling appropriate emotional expression.
- guiding children's behavior with positive reinforcement.

The teacher and paraprofessional can participate in daily and long-range planning--working together to prepare materials and exchange ideas for class activities. Specific examples include:

- planning to make a collage about "What I Like To Eat," and preparing materials in trays for children to use.
- planning for children to make soap bubbles at the water table and setting up liquid detergent, aprons, plastic rings and straws in the interest area.
- discussing a planned trip to the neighborhood bodega and activities to introduce children to the ethnic foods they will see.
- talking about the Fourth of July and ways in which children will celebrate this event.
- gathering utensils and preparing food for a cooking activity.
- providing time to share skills. The teacher might model techniques in working with a flannel board. The paraprofessional may know how to care for a pet animal or sing songs in a language other than English.

During the school day, the teacher and the paraprofessional interact in many ways. They share their involvement with the children, as well as responsibilities for routines and activities.

The Teacher	While the Paraprofessional
cooks applesauce with a few children.	walks around the room assisting in the other learning centers.
reads to a group of children.	reads to another group of children.
guides children in constructing paper bag puppets.	assists the child with special needs in each step of the activity.
announces a meeting time.	encourages children to put away materials and get ready for the meeting.
speaks with two children about their writing piece.	listens to and observes the other group of children who are also engaged in the writing process.
teaches a simple nursery rhyme.	joins with the children in reciting the verse.
leads the children on a neighborhood walk.	follows the group closely, attending to individual children as needed.
walks around room assisting children in interest areas.	makes fruit salad with three to four children.
talks to the children about a trip to the firehouse.	prepares name tags which children will wear on the trip.

The teacher should recognize that the paraprofessional brings personal strengths and talents to the program. Opportunities to use these skills occur when the paraprofessional:

- assists individual or small groups of children with the day's planned activities.
- alerts the teacher to special needs of individual children.

- helps with classroom routines: arrival, breakfast, cleanup, lunch, snack, toileting, dismissal.
- gives aid and encouragement to children with special needs.
- assists with necessary clerical work.
- accompanies the class on trips.
- helps organize materials and maintain classroom arrangements.
- prepares materials and displays for classroom and children's use.
- guides children in manipulating and using instructional equipment.
- listens to children as they speak and encourages interaction and conversation among them.
- plays games with a small group of children.
- reads stories to children.
- comforts children at special times.
- watches out for safety hazards and spills in the classroom.
- helps children develop good health practices, e.g., washing hands before eating and after toileting.
- utilizes own special talents and abilities with the children.

Every classroom is enriched by a classroom assistant because children gain by interacting with other children and with adults who are knowledgeable and caring.

Preventing Child Abuse

All children need healthy, loving relationships. They need to be able to trust adults and depend upon them for their physical and emotional needs. Children also need to develop positive feelings about themselves and their bodies. This does not always happen. The mistreatment of children has become an important concern for those who teach and nurture the young.

The Kindergarten teacher has many opportunities to observe children in the classroom and note any signs of physical and emotional abuse or neglect. When prompt and appropriate action is taken, the potential for continued harm to the child may be curtailed.

The following are some indicators of child abuse and neglect:

- unexplained bruises, welts, burns or fractures
- lacerations or abrasions occurring over a long period of time
- persistent hunger
- poor hygiene
- inappropriate clothing
- nodding, or falling asleep
- rocking back and forth
- difficulty in sitting or walking
- consistent lateness in arriving at school
- radical changes in behavior
- avoidance of adults
- refusal to use the toilet
- inappropriate sexual awareness or knowledge
- cowering or ducking when an adult raises a hand

If signs of possible abuse are observed, the Kindergarten teacher should encourage the child to discuss these concerns privately. The teacher should listen carefully and speak in a positive, nonthreatening manner. It is important to help the child understand that it is <u>not</u> the child, but the abusive adult, who is at fault. When the teacher has sufficient information to feel certain that abuse has occurred, established reporting procedures should be followed.

Lessons can be planned to teach children protective behaviors and appreciation for their growing bodies. The teacher should always approach the topic of abuse with sensitivity and concern.

At appropriate times, the teacher may talk to individuals or small groups of children to develop understandings about good and bad feelings related to touching.

- What do you like to do with your body? (run, jump, dance, walk)
- Do you like to hold hands with some people?
- Do you like to hug some people?
- Do you like some people to hug you?
- Do you like to sit on some people's laps?
- How does it feel? (warm, good, close, happy)

The discussion can be continued now or at another time.

- What are some other times when touching feels good?
- Are there times when touching does not feel good? (hitting, biting, punching, pulling hair, spanking)
- Is touching good if someone hugs you when you don't want to be hugged?
- How does it make you feel? (uncomfortable, angry, scared)
- What can you do about it? (Say, "Don't hug me. I don't want you to.")
- What if you tell someone not to touch you and the person does it anyway? What can you do? (Tell someone who will help you.)
- What if someone holds you too tight? (Say, "I don't like it!")

At other times, the teacher might talk with individual or small groups of children about strangers.

- Who are strangers?
- What do you know about strangers?
- Where could you see a stranger?
- What has your family told you about strangers?

As children respond to the questions, rules can be developed:

. Stay with the person taking care of you.
. Never go places alone.
. Never talk to people you do not know well.
. Never go anywhere with a stranger.
. Never take <u>anything</u> from a stranger.

At meeting time, the teacher might show a picture of a child who looks sad and alone.

- Where is this child?
- Who is taking care of this child?
- What should the child do?

The teacher and children can develop understandings about being lost. They might talk about what to do and how to find people who can help a lost child.

- Whom do you ask for help if:

  . you get lost at the swimming pool or beach? (lifeguard)
  . you get lost in a store or restaurant? (a person who works there)
  . you get lost on the sidewalk? (a police officer or a store worker)

The teacher should take cues from the children and plan additional discussions to help youngsters develop understandings about themselves and the adults in their lives.

During interest area times, the teacher helps a few children respond to make-believe situations:

- What happens when:

  . your friend gives you a hug goodbye? ("I smile/like the feeling/hug back.")

- your brother pulls your hair? ("I say: 'Don't pull my hair. I don't like it!'")
- your friend takes your hand? ("I hold my friend's hand.")

Sharing Concern

Children cannot be held responsible for their own self-protection. They are vulnerable to abusive adults. Teachers must help children help themselves to the extent to which they are able. Research shows that saying "No" is often sufficient to prevent abuse.

Making children aware of common dangers, helping them to be cautious, and involving parents in protecting their youngsters are important tasks of the Kindergarten teacher.

Section 2
Creating a Learning Environment

Management Routines

Rationale

"Management routines" are all of the practices the teacher develops with the children to sustain order in the children's movements within and outside the classroom and to maintain the organization, order and availability of the equipment and materials.

No matter how small the classroom and the number of people in there, routines can be devised and developed which will ensure the children's safety, preserve the equipment and materials, and provide a pleasant atmosphere. Teachers will naturally employ different management styles, but the teaching and learning process for establishing and implementing the routines is the same.

Transitional Periods

Those periods of time during which children are finishing or leaving one activity and moving toward another are known as transitional periods. These can be very difficult for young children; they may feel disrupted because the previous period ended before they were ready to stop, or they may feel apprehensive about something that will happen later in the day.

In general, the most important transitions occur between:

. entering the classroom and beginning an activity.
. initiating a small group activity in which each child needs supplies, and then starting the activity.
. work period and clean-up time.
. ending an activity and preparing for lunch.
. the final work of the day and getting ready to go home.

There are different styles for managing the transitional periods, and teachers are encouraged to experiment in search of effective methods.

One teacher may play a familiar melody on the piano and the children stop what they are doing to sing the song together. As the song ends, a natural listening time emerges in which the teacher can verbally guide the children into the next activity in the schedule.

Another teacher may put out the light and show a sign picturing a child making the "shh" sound with finger on mouth, underneath which is printed "quiet." When all of the children are listening, the teacher shows a picture representing a group of clean-up jobs and the children in charge of those jobs begin working.

Yet another teacher may start a finger play with the children in one center, move with them to another center, engage the children there, and so on until the entire group is participating. The teacher completes the exercise with the children and has their attention for what comes next.

The Routines

The following descriptions of management routines cover many of the situations that will occur every day in the Kindergarten. The routines are best taught slowly, one at a time, step by step. Over time, the children will internalize the behaviors, and the teacher's occasional reminders will serve to sustain routine behaviors. A rich repertoire of finger plays and appropriate songs, some of which are included in this manual, will enhance the routines and prevent these daily experiences from seeming drearily monotonous.

Group Meetings

There are several ways to gather the children for meetings, direct instruction, and sharing or story times. Early in the program, the circle form is most effective, because it prevents the distraction the child feels when sitting in back and in front of other children.

The teacher actively supports the forming of the circle or sitting in the meeting area. At first, the teacher names one child at a time and indicates where the child is to sit. Observing the children enacting a routine will continually guide the teacher in the simplicity or complexity of the directions.

Forming a Line

Most schools require each class to move through the halls in a double line; however, it is difficult for young children to maintain a double-line formation. The instructions the teacher gives at the very beginning are crucial, as is the teacher's continuing and patient support. Remember that some children will not yet have mastered the concepts in front of, beside, in back of.

Fire Drills

Fire drills are an essential and frequent occurrence in school life. Good routines are the only way to minimize the disruptive aspects of fire drills. Teachers communicate their genuine concern for the children's safety when they establish effective fire drill routines and, in a calm manner, assist the children to implement the routines.

The teacher's serious and confident demeanor will help the children to form appropriate attitudes and behaviors during these crucial routines.

Bathroom

There are several different ways to manage bathroom routines, depending on the school facilities.

Initially, all children will need to be shown how the faucets work and where the soap, towels, and wastebasket remain, so that handwashing is both emphasized and simplified.

When the bathroom is connected to the Kindergarten, the only formality is to teach each child to leave the door open when coming out so others will know when the bathroom is available.

In the beginning, if the bathrooms are at a distance from the Kindergarten room, the teacher takes the class, particularly before and after lunch. The children gradually learn to accompany each other in pairs to and from the bathroom, asking permission beforehand and telling the teacher when they have returned.

The observant teacher will notice the growing independence of the children in caring for their personal needs. Eventually, they develop sufficient confidence to go to the bathroom when necessary, and a whole-class bathroom routine becomes obsolete.

Cleaning Up

In general, children are encouraged throughout the day to take care of the materials and space they are using, but all of the children share in helping to keep the classroom clean and orderly. Simple tasks may be assigned to "workers" on an individual basis, so that they can check to see that materials have been cared for and replaced correctly.

A sample job chart follows:

Job	Worker	Job	Worker
Attendance	Hilda		
Blocks	Jessica		
Crayons	Juan		
Scissors Papers	Kim		
Pencils Erasers	Maria		
Picture Collection	Mona		
Dress-Up Clothes	Nicole		
Dishes, Utensils, Foods	Paul		

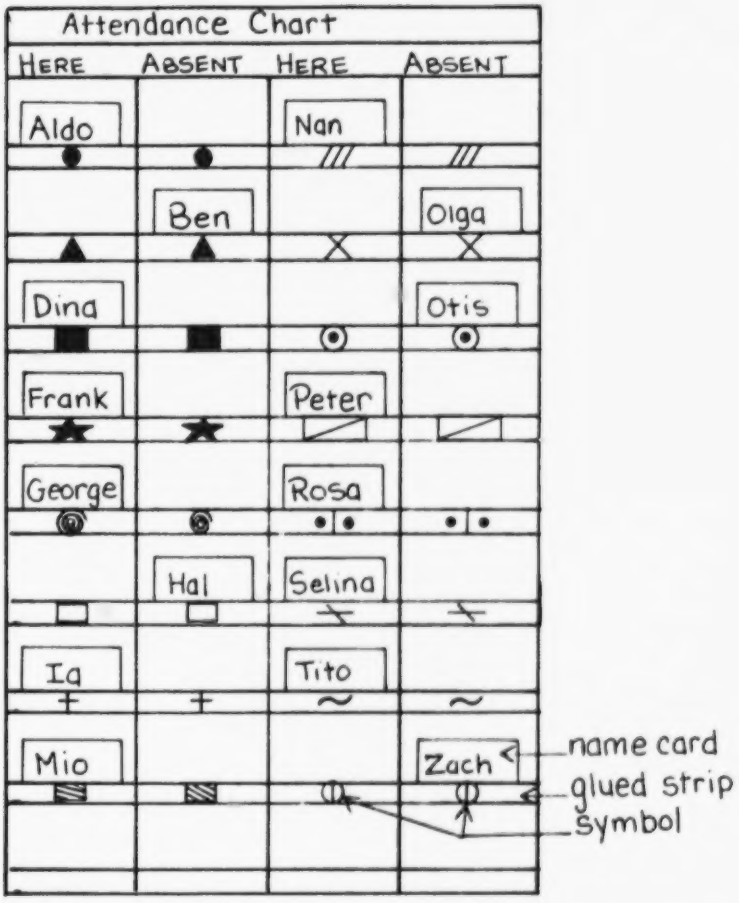
An illustration representing the job on the card, as well as the word, is very helpful to beginning readers.

The pocket chart format can be used. The essential feature, whatever format is chosen, is that the children's name cards (or the job name cards) be readily moved when appropriate.

Attendance

The Attendance Chart is a useful way for the attendance to be recorded by the children. It is a simple routine, to be done at the beginning of the morning. One way of making an attendance chart is described below:

Make a pocket chart by gluing strips of oaktag on the sides and bottom across on oaktag chart, providing twice as many pockets as you have (or will have) children in the class. Make a printed name card for each child, being sure the name will appear above the "pocket". A different symbol for each child will aid those children who are not yet reading their names. For example:



As the children enter the classroom in the morning, each person moves the name card into the HERE column. At the end of the day the name cards are moved back into the ABSENT column.

Beginning and Ending the School Day

A school day that begins smoothly for everyone is most likely to result in a pleasant and productive learning experience for children and teachers.

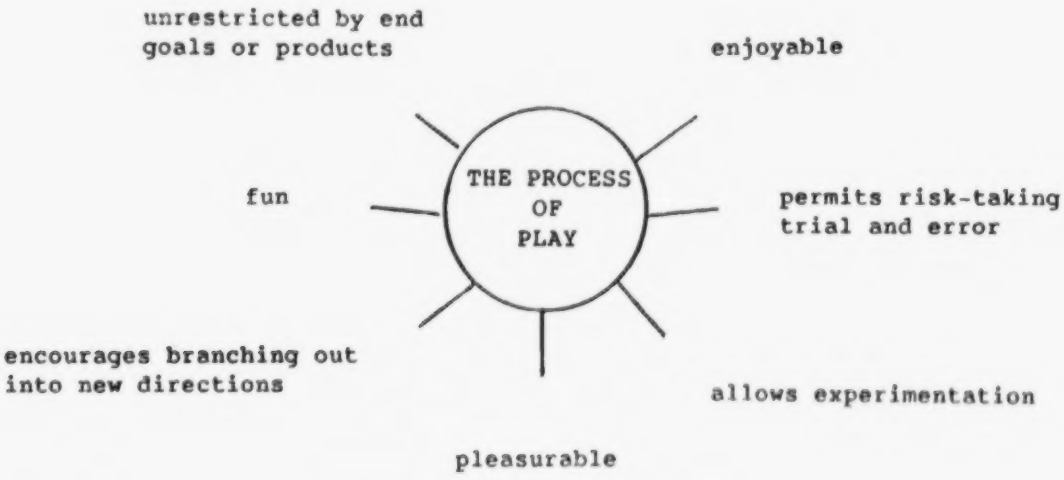
Having taken care of their belongings, the children are ready for the first activity of the day. This activity should be informal enough not to be disrupted by staggered beginnings, if the children do not all enter the classroom at once.

It has been found that the last ten minutes may be the most important ones of the school day. If this is true, then it is essential that the ending be relaxed and pleasant, with clear and orderly routines.

The Value of Play

What Is Play?

Many people, including philosophers, psychologists, educators, artists and scientists, have tried to define play. And, while they may disagree in the specific definitions or labels for play, all would agree that it has value for human beings, and that it is natural and essential for the growth and development of the child.



Play is important for children because, within its context, the risks of failure or negative consequences are lessened and children can initiate, control, direct, and make decisions with a freedom not possible in other aspects of their lives.

Kinds of Play

- Representational Play

  Representational play includes the spontaneous pretending, make-believe or "dramatic play" characteristic of early childhood. It is an early form of symbolism, where objects and actions are imbued with meaning and can represent another object or idea. Thus, a wooden block can become a car or an airplane, a microphone or a radio, or perhaps a sandwich or an ice cream bar. This kind of play has been found to be important to the development of later understandings necessary for symbolic work with reading, writing, and mathematics.

- Exploratory and Experimental Play

  Exploratory play is important because it is open-ended and leads to divergent thinking, creativity and innovation. It is frequently the first stage in activities such as art, science, and mathematics. Exploratory play often leads to more goal-oriented experimental play, which involves following up on an idea with the purpose of finding out "what will happen if....?"

. Active Play

Active play, involving use of the large muscles, is basic to the development of the young. Through movement, children discover what their bodies can do, develop and test strength and agility, attempt increasingly difficult skills and feats.

Competence builds confidence, and confidence gained from active play spills over into other areas of development--and even into learning!

. Manipulative Play

Manipulative play allows children to use their hands for exploration, experimentation and discovery. It refers to play with materials such as construction sets, puzzles, or pegs, sometimes called "manipulatives." It also includes work with a variety of art media such as clay and dough, collage activities and art constructions.

Through manipulative play, children learn about real materials and substances. They match, sort, group, measure, weigh and balance. They develop small-muscle dexterity and eye-hand coordination. And they develop cognitive and problem-solving skills through trial-and-error and experimentation.

WATER PLAY

Summer Kindergarten is an ideal setting for water play. Young children's natural delight with water in all its forms makes it a wonderful classroom resource. Water play develops sensory perception and motor skills, allows for mathematics and science discoveries, and provides opportunities for social interaction.

Exploration allows children to see, with their own eyes, that containers of different shapes can hold the same amount, or that water always seeks its own level. Mathematical and scientific words are not needed at this point. When the child is older, these concrete experiences will give real meaning to such terms as volume, capacity, suction, vacuum, pressure.

A water table may be used, if available, or several smaller containers such as plastic dishpans or baby bathing tubs.

Children may:

. fill containers in different ways, using squeeze bottles, spoons, cups, pitchers, droppers, funnels, plastic tubing.
. use containers of different sizes, with narrow or wide openings.
. drop objects into water, and compare the splashes, waves, and ripples.
. blow softly on water, then harder, to see what happens.
. wash a rubber doll with sponge and small bar of soap.
. add liquid soap and make bubbles, using such materials as basters, sponges, eggbeaters, straws, funnels.
. use boats and other water toys; see which float or sink.
. add food coloring to water.

The teacher might ask:

- How does a dry sponge feel? What happens when you put it into water?
- Is it easier to pour from a container with a narrow opening or a wide opening?
- How many cups of water do you think you will need to fill this container?
- What do you think will happen when you pour blue water into the yellow water?
- Which of these things do you think will float?
- Why do you think your boat sank?
- How could you make a rock float?
- How can you make a bigger bubble?

Additional water play activities might include:

. using pails and wide or narrow brushes to "paint" indoors on chalkboard or easel; outdoors on ground or wall.
. Using water in dramatic play, such as dishwashing or "cooking."
. sorting floating or sinking objects into separate containers.
. discussing various uses of water in the classroom and at home, and what happens during a water shortage.
. making Iridescent Soap Bubbles (directions folllow):

Iridescent Soap Bubbles

2 tablespoons liquid detergent
1 cup water
1 tablespoon glycerine
1/2 teaspoon sugar

Mix all ingredients. Have Fun!

Developing Literacy

Children exhibit a wide range of communication skills as they enter Kindergarten. The way the teacher responds to children's communications can greatly affect their attitudes toward school, as well as their oral language development.

Teachers can help children develop competence and confidence in their expressive language skills by:

- valuing communication.
- encouraging children to express themselves.
- listening carefully to children and expressing genuine interest in what they talk about.
- responding sensitively, without criticism, to children's efforts.
- modeling correct language and speech patterns.
- praising and reinforcing children's attempts.

A Language-Rich Environment

Children develop language by listening and talking. Educators recommend that children be immersed in what has been termed a "language surround." More simply stated, programs for young children should value and emphasize the importance of speaking and listening skills. The approach to language development should be through an environment rich in language experiences.

Suggested Activities

Materials and activities most likely to engage children's interest and get them talking are:

1. Direct, hands-on experiences involving exploration and manipulation of sensory materials, such as sand and water, nature collections, manipulatives, building and construction materials, and art media.

2. Trips to give children new experiences or expand upon familiar experiences.

3. Opportunities and props for spontaneous pretending and role-playing, such as:

   - family play in the house corner (expanding into related themes such as store, doctor, laundromat, fast-food restaurant).

   - large, hollow blocks to create structures to play in and on (e.g., houses, cars, buses, and trains), inspiring cooperative, imaginative play.

   - unit blocks with accessories such as people, furniture, animals, and a variety of vehicles, to stimulate interactive fantasy play.

4. Visual materials to invite conversation or story-telling, such as:

   - picture books, books of photographs, magazines, nature books.

. classroom photographs of children working on their block buildings, or of class activities (murals, planting projects, trips).

. wordless books to stimulate children to tell the story, supplying their own descriptive narrative and dialogue.

5. Shared reading experiences, using materials that encourage children to "read" along with the teacher or fill in missing words.

6. Dramatizing familiar stories.

7. Discussions sparked by questions that are open-ended (questions with no right or wrong answers, and that invite children to imagine, express opinions or relate experiences), such as:

. "Imagine what it would be like if...."
. "What do you think might have happened if....?"
. "Have you ever done anything like that?"
. "What did you like best about....?"
. "Why do you think the dog in the story said....?"

8. Action songs, rhymes, and finger plays to develop vocabulary (especially good for ESL children). Commercial materials specifically designed for the ESL child are unique in that they have more structural (grammar) and lexical (vocabulary) control, and they tend to employ the rhythm and stress patterns of natural speech. Songs, rhymes, and chants will add a lively dimension to language learning.

9. Language games that focus on contextual clues, such as:

. riddles ("I'm thinking of something round and red that...")
. fill-in sentences ("For dinner I like to eat _____"; "When Marie came home from school, she _____.")
. "silly sentences" to correct ("I pulled down the covers, turned off the light, and climbed into my car." "It's very cold out, so be sure to wear your bathing suit." "The train was rushing to catch the people.")

Nursery Rhymes and Poetry

Children manipulate and play with language in much the same way as they play with water and blocks. They delight in the sounds of words; in the rhythm and rhyme of phrases and sentences. Imagery and metaphor become the mind's pictures as children deepen their understanding of themselves and the world of reality and fantasy.

In the classroom the teacher may begin to have children enjoy language with simple nursery rhymes. The beauty of nursery rhymes is that:

. the language is simple.
. the action is uncomplicated.
. children can grasp the meaning very quickly.
. they are easy to follow.
. they are fun to say.

As the teacher repeats the rhymes, children can join in when they feel comfortable. Words that are new to the children may be discussed. Children may take turns acting out some of the rhymes.

After children have been introduced to nursery rhymes and have had a chance to develop an ear for them, the teacher may introduce poetry. Poetry can help children to:

- understand the universality of feelings, thoughts and experiences.
- develop a language framework on which to embellish.
- gain new means of expression for their budding ideas.
- enrich their vocabulary.
- acquire syntactic and semantic information.
- enhance their thinking processes as they listen to and analyze poems.
- enjoy the beauty of language.

Children can appreciate the search for autonomy and the desire to grow up expressed in this poem.

Plans[1]
--by Maxine W. Krimin

When I grow up, I plan to keep
Eleven cats, and let them sleep
On any bedspread that they wish,
And feed them people's tuna fish.

The following poem expresses a child-like curiosity about boats:

I Wonder[2]
--by Charlotte Zolotow

A boat steams slowly down the river
this shiny sunny day.
I wonder who is on it
and if it's going far away...

Some poems explain natural phenomena, such as weather and temperature, as they compare and contrast the elements. The following poem describes weather changes:

Sun After Rain[3]
--by Norma Farber

Rain, rain
went away.

Sun came out
with pipe of clay,

blew a bubble
whole-world-wide,

stuck a rainbow
on one side.

1. Lee Bennett Hopkins, ed., Surprises, First Harper Trophy Edition (New York: Harper & Row Publishing, Inc., 1986), p. 10. Permission pending.
2. Ibid., p. 40. Permission pending.
3. Ibid., p. 51. Permission pending.

Some poems are imaginative but are rooted in reality. In addition, they are humorous and offer laughter to young children. The following poem might give them some food for thought:

Sister Lettie's Ready[4]
--by Shel Silverstein

A wonderful thing happened to my sister Lettie, it did;
Instead of hair, she grew a lot of spaghetti, she did.
And now whenever she wants a snack at night, she does,
She simply combs it down and takes a bite, she does.

It is also important for teachers to encourage parents and children to share poems, songs and rhymes from the cultures represented in the classroom.

Reading in Kindergarten

The teacher sets the stage for helping children develop and add to their reading strategies and skills by:

- helping children recognize the beginning reading skills that they already have (e.g., the ability to read symbols and signs, or to recognize their own names).

- encouraging children to read the names of other children, as well as their own names, by having children's names visible in many places around the classroom.

- creating an attractive, inviting reading area that demonstrates how reading and books are valued, i.e., a quiet, protected, comfortable area provided with a rug and pillows (or a small table and chairs) and a variety of books that are well cared for and repaired, neatly and attractively displayed, and easily accessible to children.

- introducing children to interesting books:
  - reading to children every day as a whole-group shared experience.
  - reading to children in small groups, whenever possible, to provide individual attention and a feeling of closeness. In this way, children can see connections between the print and the words they hear.
  - helping individual children select books to look at, based on their interests.

- NOTE: For LEP children, a more structured approach to language acquisition may be appropriate. After sharing a story, children can be asked to:
  - name characters and objects
  - complete the teacher's sentences
  - ask and answer questions
  - describe and compare characters
  - retell the story
  - dramatize it with puppets
  - put pictures in sequence
  - sing songs and recite poems on related topics

4 Lee Bennett Hopkins and Misha Arenstein, eds., Time to Shout (New York: Scholastic Book Services, 1973), p. 75. Permission pending.

- acquainting children with the varied styles, structures and rhythms of written language, which differ from spoken language (e.g., prose and poetry, fiction and reference books, formal and informal correspondence, lists, and recipes).

- making reading times relaxing and enjoyable experiences. Stories that are familiar to the children in their native language are an excellent springboard for language development for all children, but especially for the LEP, as the known content lightens the cognitive load.

- communicating the teacher's own pleasure and enjoyment.

- immersing children in a "print-rich environment," a classroom filled with all kinds of print media, including children's own writing, dictated writings, materials printed by the teacher, and a variety of commercial print materials.

In early childhood classrooms, writing has moved away from copying, appropriate formation of letters, "perfect" products. Instead, it focuses on programs of emerging literacy that stimulate young children to use their knowledge and skills to become literate members of society. We have learned that children can discover, develop, and learn to control their own writing systems. The teacher's role is to provide a stimulating and inviting environment, which allows children to take control of their literacy development.

The developmental view of writing opposes the notion that spelling and handwriting are prerequisite to composing. Developmentally, children will go through the following stages in their writing:

1. Scribbling
2. Drawing
3. Letter forms
4. Strings of letters
5. Phonetically-based "invented" spelling
6. Correct spelling and grammar

Young children will work through these stages at varying rates and time periods.

Real Reasons to Write

Children discover the functions of writing at an early age. They figure out how writing is used and the purpose it has for themselves and for others. This is connected to the writing they see in their everyday lives, as well as their own need for written language. Children may scribble shopping lists or notes while at play. They may write signs for the block or housekeeping center. Children realize that print can give information or control the behavior of others.

Writing can begin on the first day. Many children come to school with some sound-symbol relationships and this starts them off. Children know more than we expect them to, and begin by writing the best that they can. Teachers are often surprised at the writing produced. When children are handed paper and crayons and are told they can draw and write, they believe they can, but they need time, materials and encouragement.

Children and teachers need to develop routines governing the use of materials for writing. Tools and materials need to be accessible and the children should be able to use them independently. Scissors, scotch tape and staplers allow children to revise and edit their work. File boxes of folders and boxes for unfinished work are necessary to keep things in order. There should be a variety of papers, as well as a variety of markers, blank books, computer paper, notepads, and clipboards. Work in progress and completed work can be stored on a clothesline, or in folders, bags, manila envelopes, or shoe boxes.

Invented Spelling

As children write, they display the linguistic principles they are exploring. Kindergarten children do not have many words in their visual memory and they therefore invent other strategies. Their choice of letters is not always correct, but it is logical. Very often children help each other in their development of spelling. Other children will look at the alphabet chart, and some peek at picture dictionaries. Most children will try to sound out words.

The Reading-Writing Connection

We use the words "emerging literacy" to describe the connection between reading, writing, and oral language in a child's development. When children write a composition, they constantly read and reread it to themselves. Often what they see and what they read are not the same, and children try to fix or "edit" their text. In other words, as children write, they reread their work and begin to learn to read. We cannot say, then, that reading and writing are separate entitites, but that they develop together. By reading their own writing before they are capable of independent reading, children are practicing real reading-writing skills and strategies. Teachers can start with these, and can provide children with materials and encouragement to move toward more conventional writing and reading activities when appropriate.

The Limited English Proficient Child

Bilingual Education

In the Summer Kindergarten Program, bilingual classes should be organized where there is a sufficient number of limited English proficient children from the same language group.

Bilingual education consists of native language and intensive English language development, using a multicultural curriculum. Basic concepts and fundamental skills in content areas are developed and reinforced in the native language. English as a Second Language instruction is an integral part of every bilingual class.

Research clearly indicates that children learn best when concept development first takes place in the native language and then those skills are transferred to the second language. There is a significant correlation between positive self-esteem and high academic achievement. The wealth of experiences and language that children bring to school serve as a springboard for the acquisition of new knowledge and further language development.

Learning in a Multicultural World, a publication of the Office of Bilingual Education, is available to implement bilingual Kindergarten programs in Spanish, Chinese, Haitian Creole and Korean. Each of these editions should be used with the accompanying English as a Second Language edition.

English As a Second Language (ESL)

Teaching English as a second language requires special training not only in methods of second language teaching, but also in the use of materials appropriate to the target age group. Since a large percentage of the children in the New York City public schools come from backgrounds where a language other than standard American English is spoken, it is wise for every teacher to be familiar with the cognitive and affective needs of second language learners.

A substantive and compelling body of research indicates that a second language is learned not so much by instruction in the rules of language, but by using the new language in meaningful contexts. Effective instruction in ESL actively engages the learner in the activities being presented with language that is both comprehensible and purposeful. Like their English-speaking classmates, children of limited English proficiency (LEP)* must be involved with materials and ideas which are appropriate for their age and stage of development. Instruction for LEP Kindergarten children can, with certain modifications, make use of many of the themes and materials developed in this manual for the monolingual child, but should also include the following understandings:

- Children always understand more language than they can produce and should be given opportunities to demonstrate their comprehension nonverbally.

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* In New York City, a child who scores at or below the 20th percentile on the English Language Assessment Battery is considered Limited English Proficient (LEP).

- Single-word utterances and short phrases are natural and acceptable language. Children will use more extensive language as they become increasingly able to express their wants, needs, opinions, and feelings.

- Language learning should simultaneously foster the child's conceptual development as well as provide a vehicle for communication.

- The situations and settings for language use in the classroom should be as real and comprehensible as possible. The teacher should incorporate experiences and activities that are culturally relevant to the children.

- It is a very sensible and practical measure to assign a classmate as a "buddy" for any LEP child who needs assistance in following the day-to-day routines.

NOTE: In the process of language acquisition, learners are likely to go through a "silent period" before spoken language emerges. Young children learn by doing. Especially for the LEP child, combining actions with language learning (Total Physical Response-TPR) increases long-term recall and reinforces understanding. The TPR procedure is explained on the next page.

Sufficient time must be provided for activities which integrate these skills: listening with understanding, demonstrating understanding through movement, speaking, reading and writing. In the initial stages of second language learning, primary emphasis is on receptive skills (listening and reading) and following oral directions. In this context, reading aloud and telling stories to children, particularly from "predictable big books" and wordless picture books, are effective ESL strategies that promote language learning and literacy within a holistic frame.

Reading to the children provides them with the opportunity to listen to vocabulary in a meaningful context and allows them to begin to internalize the rhythm, stress and intonation of the language. The stories they hear will form a reservoir of scripts that enable LEP children to retell those stories and use the language with their teacher and classmates in national settings.

In addition, storytelling develops language and cognition through exposure to a rich variety of literary traditions. Folktales, fables, myths and poetry of various countries form a wealth of cultural resources that children can share and enjoy. The teacher must be aware of the fact that many stories are written for native speakers of English and, therefore, may contain language structures too complex and difficult for beginning learners of English. Care must be taken to present versions of the stories that have structural and lexical control--that is, they should have vocabulary that is useful, and supported by the illustrations or appropriate realia, and the grammatical structures used to tell the story should have limited variation.

This literature might suitably be enriched and extended through a wide variety of activities and experiences in music, movement, dance and/or drama. Simultaneously, it establishes a timely base for questions designed to encourage critical thinking. A suggested scheme might include the following:

OBJECTIVES	IMPLEMENTATION ACTIVITIES	TEACHER QUESTIONS
Building Vocabulary	pointing; selecting correct picture; naming	Show me the _____ Who is this? What's this?
Selecting Details	selecting correct picture; describing	Is this a _____? Is this a _____ or _____? Who (action)? What does (name) have? What do (names) do? Whose _____ is this?
Establishing Sequence	putting picture cards in order	What happens first? next? last? (before/after)
Drawing Inferences/ Predicting Outcomes	answering questions	Why did (names) (action)? How did (names) (action)? Do you think they wanted to (action)? What do you think happens to (names) after they (action)?
Critical Thinking/ Making Judgments	removing pictures of details that do not belong; classifying pictures	What doesn't belong? Do you think it was a good idea for (name) to (action)?

Basic Total Physical Response Procedure

The TPR procedure may vary according to the size of the group, age and language proficiency level of the children, as well as the nature of the activity. However, there are several basic characteristics common to all TPR activities:

- UNDERSTANDING IS DEVELOPED BEFORE SPEAKING.
- NEW VOCABULARY IS DEVELOPED THROUGH THE USE OF DIRECTIONS (COMMANDS).*
- UNDERSTANDING IS DEMONSTRATED THROUGH ACTIONS.
- CHILDREN SPEAK WHEN THEY ARE READY.

* Although in this handbook we use the word "directions," in the field of ESL the word "commands" (with reference to TPR) is the accepted term because the directions are usually in the imperative form, e.g., "Find a red crayon."

The following steps outline basic classroom procedures for TPR. Modifications can be made as needed. Any one step may have to be REPEATED a number of times depending on the children's proficiency:

1. The teacher gives directions and models the action while the children listen and observe.

2. The teacher gives directions and models the actions, and the children perform the actions.

3. The teacher gives direction without modeling the actions, and the children perform the actions.

4. The teacher gives directions without modeling the actions. The children repeat the directions and perform the actions.

5. The children give the directions and other children or the teacher performs the actions.

It should be noted that the children will repeat the directions (step 4) when they are ready. Some will join in with the teacher almost immediately. Others may prefer to observe and perform the actions without giving the directions for a more extended period of time.

The nature of the actions in the TPR sequence and the materials required to perform them will determine how the children respond: as a whole group, as a small group, or individually. The teacher may extend a TPR activity by including previously learned directions in appropriate combinations with new material.

While no one specific philosophy or methodology is endorsed in this manual, there should be an understanding that language learning is a very complex and arduous task for anyone. It is no less so for any five-year-old child in New York City. Children need extensive opportunities to listen to and experiment with the sounds and structures of English in a secure setting. They need a diverse range of models using the language in various contexts in order for their utterances to become habitual and automatic. Finally, adapting to a new culture needs the generous and sensitive understanding of a teacher committed to helping all children learn and grow in a fashion consonant with their abilities and interests. No child deserves less; no teacher can give more.

Additional resources and curriculum guides are available from the Office of Bilingual Education, New York City Board of Education, including A Guide to TPR: Using Total Physical Response in the ESL Classroom, Annotated Bibliography of ESL Materials for Kindergarten, and Learning in a Multicultural World: Kindergarten, ESL Edition. This thematic teacher's resource guide incorporates suggestions for experiences and activities that build language and cognition. From this same guide, the theme entitled Myself - My School is reprinted in this Summer Kindergarten Guide.

Integrating the Curriculum

Introduction

Kindergarten children come to school with understandings and concepts about their environment--home, family, school and community. The curriculum the teacher develops must have relevance to the children in terms of their total life experiences. Children have a natural commitment to those tasks which relate to their immediate environment.

Through planned experiences which comprise the curriculum, children develop and extend understandings, concepts, skills and attitudes. The curriculum content must be conceptually understandable to the young child. A study of transportation that included the workings of a diesel engine would be inappropriate because of Kindergarten children's maturational levels. However, a study about things that move on wheels would be suitable for a Kindergarten child's interest and age.

The integrated curriculum is composed of organized, sequentially developed experiences which promote the children's intellectual competencies and expand their understanding of the world.

Choosing a Theme of Study

The following criteria should be taken into consideration in choosing a theme:

- It is relevant to the interests and needs of the children.
- It is age and/or developmentally appropriate.
- It will foster the development of skills.
- It is valid in that the learned concepts, skills and attitudes may be applied to real life.
- It is feasible to integrate the content areas.
- It can be studied more deeply by reference to a variety of books, materials and other resources.
- It emphasizes the interdependence of people.
- It is as exciting and interesting to the teacher as it is to the children.

Motivational Techniques

After a theme topic has been selected, one or a combination of approaches could be used to motivate children.

- Take a trip through the school or the neighborhood.
- Display books, pictures, or objects related to the theme.
- Show a film or filmstrip.
- Read aloud informational material, stories and poems which generate curiosity and interest.
- Stimulate a discussion on the questions and ideas the children have raised.
- Record the knowledge children already have in relation to the theme. Help them formulate what it is they wish to find out.

The duration of each theme depends on its interest for the children, appropriateness to the season, relevance to a current event and the depth of the topic. Some of the learning experiences, such as Snack Time, are on going; making an "All About Me" book may take a few days.

The sample theme presented in this manual is intended to illustrate a specific plan for theme development, and has been divided into Learning Experiences. These experiences are illustrative of the many others that should be developed by the teacher. Each experience is organized to include Concepts, Objectives, Procedures, Related Content Areas/Skills, Materials, and Vocabulary. The Suggested Teacher Questions are designed to stimulate a wide range of responses from children. The Suggested Direct Instruction Activity is an instructional plan for the teaching of specific skills in one content area. The Assessment section contains questions which will help the teacher evaluate pupil progress. The Language Emphasis for the English as a Second Language Child section will assist the teacher in providing direct instruction to children with limited English proficiency.

Language Emphasis for the English As A Second Language Child

The Getting Acquainted theme in this handbook includes a component called Language Emphasis for the ESL Child. It comprises representative language structures, vocabulary, and concepts which limited English proficient (LEP) children should acquire in order to participate meaningfully in the Kindergarten instructional program. These elements should be developed and extended through a variety of activities which use concrete materials and emphasize a multisensory approach.

The language emphasis section has the following parts:

- Following Directions
- Receptive Language
- Productive Language

Following Directions refers to the instructions that LEP youngsters must understand in order to become actively involved with other children in the activities outlined in the learning experience. These instructions are an integral component of receptive language.

Receptive refers to the language the teacher must use and the children must understand in order to engage in the activities. It is important to keep this language clear, simple, and consistent.

Productive refers to the language the children should be encouraged to use during the learning activities. These model full-sentence responses correspond to the questions suggested as prompts under Receptive. Alternative responses, including nonverbal communication and one-word utterances, are acceptable at the initial stages of language learning. Language should be as contextualized and natural as possible.

Children will develop fluency and gain confidence in their ability to use the new language with additional reinforcement and further practice, as provided for in the sample ESL Extended Lesson at the conclusion of the theme development. The teacher should not expect immediate mastery of the grammatical structures of English, since errors are a natural part of the language acquisition process. The focus of instruction should be on fostering communicative competence (function) rather than overemphasis on perfected linguistic competence (form).

Refer to the section entitled The Limited English Proficient Child for a detailed presentation of various instructional strategies for LEP children.

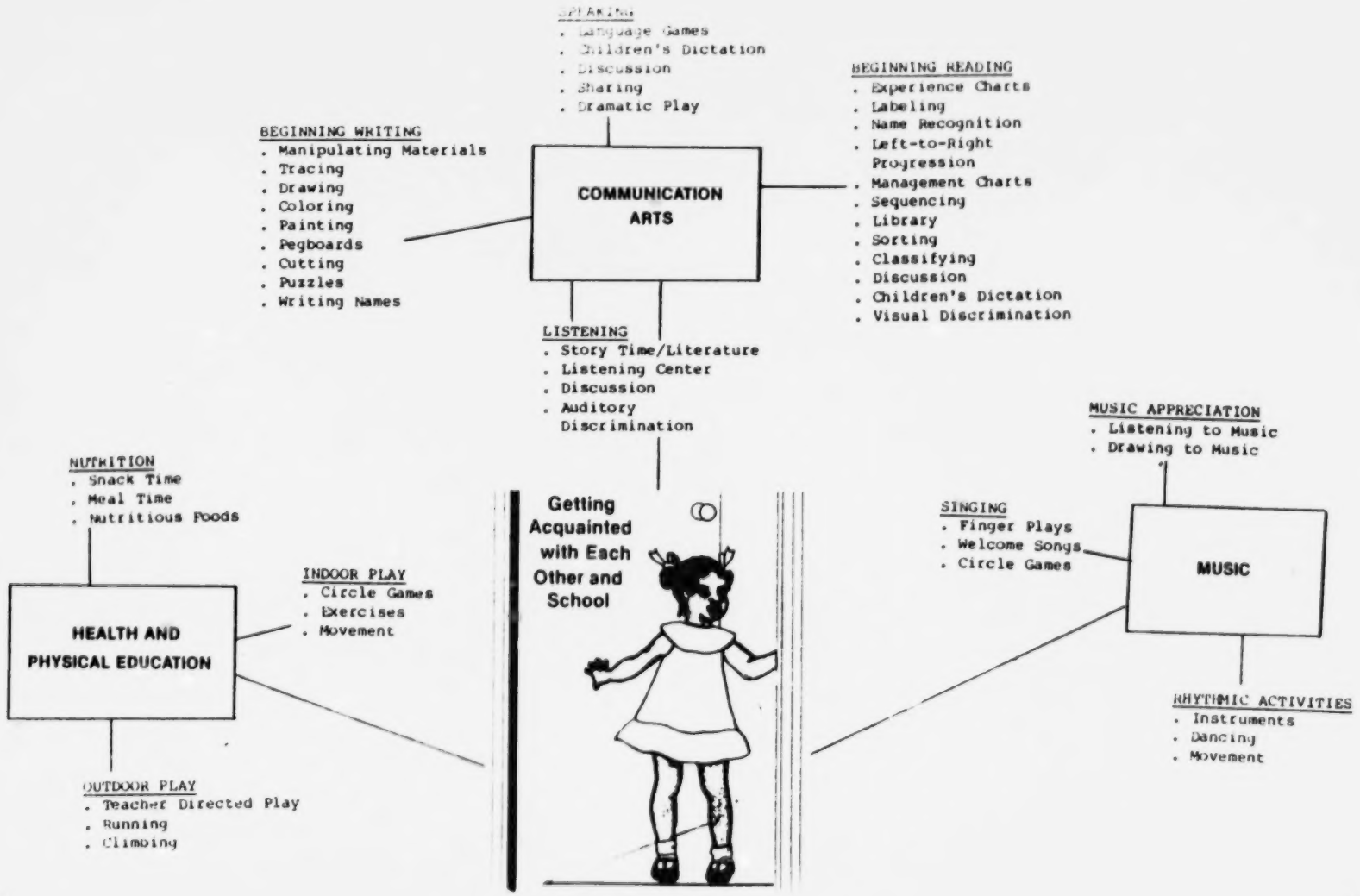
Theme: Getting Acquainted with Each Other and School

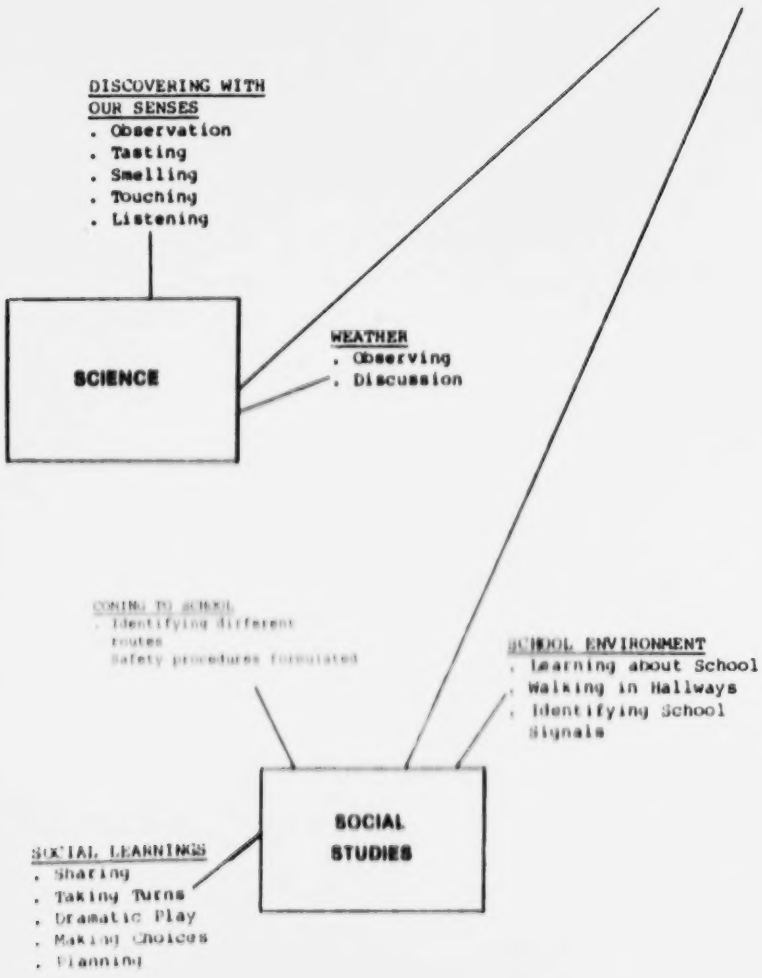
Rationale

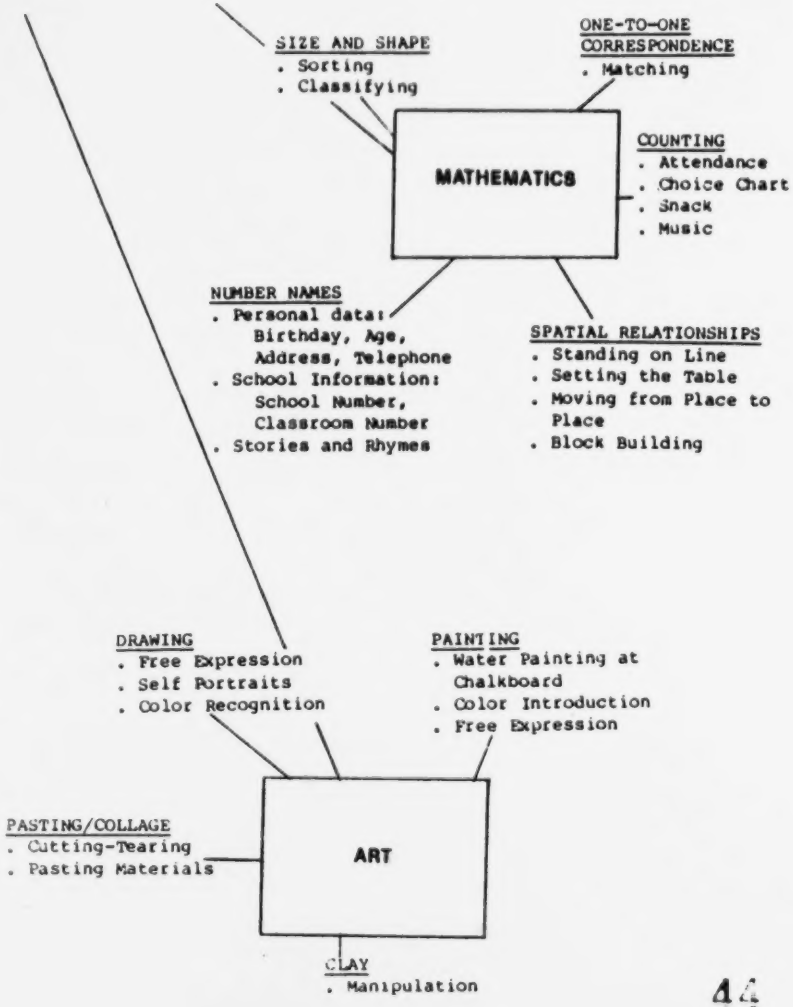
Getting Acquainted With Each Other and School is an appropriate beginning theme for children entering school for the first time. This theme will acquaint the children with their new environment and help them understand that school can be a safe, happy place in which to learn, work, play, and live for a part of the day. In adapting to a group other than the family, the children will realize that other people are important and necessary for their well-being and happiness, and that each has contributions to make to the working life of the group.

Kindergarten childrens' interest in school is keen. Motivation for this theme is easily stimulated, allowing the teacher to capitalize on the children's spontaneous interest and curiosity.

Getting Acquainted With Each Other and School provides many opportunities for the children to interact with and explore their new environment--people, play equipment, materials, books and pictures. Children are given the opportunity to raise questions which may become the basis for dramatization, creative expression and the language activities of conversation and discussion. Within the framework of the theme development there are opportunities for the children to participate in planning, making choices, and decision-making.


SPEAKING
. Language Games
. Children's Dictation
. Discussion
. Sharing
. Dramatic Play
BEGINNING WRITING
. Manipulating Materials
. Tracing
. Drawing
. Coloring
. Painting
. Pegboards
. Cutting
. Puzzles
. Writing Names
COMMUNICATION ARTS
BEGINNING READING
. Experience Charts
. Labeling
. Name Recognition
. Left-to-Right Progression
. Management Charts
. Sequencing
. Library
. Sorting
. Classifying
. Discussion
. Children's Dictation
. Visual Discrimination
LISTENING
. Story Time/Literature
. Listening Center
. Discussion
. Auditory Discrimination
MUSIC APPRECIATION
. Listening to Music
. Drawing to Music
NUTRITION
. Snack Time
. Meal Time
. Nutritious Foods
INDOOR PLAY
. Circle Games
. Exercises
. Movement
HEALTH AND PHYSICAL EDUCATION
Getting Acquainted with Each Other and School
SINGING
. Finger Plays
. Welcome Songs
. Circle Games
MUSIC
OUTDOOR PLAY
. Teacher Directed Play
. Running
. Climbing
RHYTHMIC ACTIVITIES
. Instruments
. Dancing
. Movement


DISCOVERING WITH OUR SENSES
. Observation
. Tasting
. Smelling
. Touching
. Listening
SCIENCE
WEATHER
. Observing
. Discussion
SCHOOL ENVIRONMENT
. Learning about School
. Walking in Hallways
. Identifying School Signals
SOCIAL STUDIES
SOCIAL LEARNINGS
. Sharing
. Taking Turns
. Dramatic Play
. Making Choices
. Planning


SIZE AND SHAPE
. Sorting
. Classifying
ONE-TO-ONE CORRESPONDENCE
. Matching
MATHEMATICS
COUNTING
. Attendance
. Choice Chart
. Snack
. Music
NUMBER NAMES
. Personal data: Birthday, Age, Address, Telephone
. School Information: School Number, Classroom Number
. Stories and Rhymes
SPATIAL RELATIONSHIPS
. Standing on Line
. Setting the Table
. Moving from Place to Place
. Block Building
DRAWING
. Free Expression
. Self Portraits
. Color Recognition
PAINTING
. Water Painting at Chalkboard
. Color Introduction
. Free Expression
PASTING/COLLAGE
. Cutting-Tearing
. Pasting Materials
ART
CLAY
. Manipulation

THEME
Getting Acquainted with Each Other and School

LEARNING EXPERIENCE
Snack Time (On-Going Activity)

CONTENT AREA
Health and Physical Education/Nutrition

CONCEPTS

- Hygiene practices precede eating.
- Good foods are essential to good health.
- Social skills enhance the eating experience.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will: . develop and practice good hygiene, e.g., washing and drying hands before handling foods; cleaning snack area. . develop and practice good nutritional habits, e.g., selecting nutritious foods for snack. . practice social skills, e.g., taking turns; saying "please" and "thank you." . extend their understanding of the concepts by relating them to other curriculum areas.	Teacher . provides materials. . establishes routines: washing hands; preparation of attractive area; serving; sharing; counting materials. . matches one setting to each child; models taking turns. . identifies foods and materials by name. . Promotes a pleasant atmosphere, e.g., models courteous behavior. . discusses nutritious snacks with children. . makes charts of nutritious snacks with children. . reads chart with children. . Assists children to make individual food books. . labels foods and materials.	Children . wash and dry hands. . participate in routines. . name foods and materials. . read labels. . participate in discussions. . contribute to snack chart. . read chart with teacher. . make individual food books. . read picture recipes of snacks. . classify foods, e.g., fruits, vegetables, dairy products, beverages. . make a taste chart, e.g., salty, sweet, crunchy.	Communication Arts: - new vocabulary - sequencing - following directions - reading Creative Arts: - aesthetic development Health and Physical Education: - eye-hand coordination - safety consciousness - nutrition awareness Mathematics: - one-to-one correspondence - *counting - *graphing - classifying Science: - observing properties and attributes - predicting Social Studies: - taking turns - following rules - respecting individual tastes and differences * Cooking experiences integrate all of the above areas.	soap water paper plates cups napkins straws pitcher trays foods sporks **VOCABULARY** pour drink eat fruits vegetables please Thank you placemats pitcher healthy beverages food names share nutritious delicious salty sweet

SUGGESTED TEACHER QUESTIONS	*SUGGESTED DIRECT INSTRUCTION ACTIVITY	LANGUAGE EMPHASIS FOR THE ESL CHILD
FOR ENTIRE ACTIVITY 1. How many cups do you need for your table? 2. What are we eating/drinking? 3. Why do we wash our hands before we eat? 4. What else do we do before we eat? 5. Why do we have snack time? 6. What do you like for a snack? 7. Can you think of another way to have snack time? 8. How can we make snack time more enjoyable? **ASSESSMENT** Teacher determines learning outcomes through observation and recordings. - Are children using accurate words to name foods and materials? - Do children express orally an appreciation of aesthetic qualities of snack time? - Do children match, one to one, materials to persons? - Are children able to count objects accurately? - Can children distinguish one food from another? - Do children exhibit courteous behavior? - Can children follow sequence of picture recipes? - Can children categorize foods according to groups?	Aim: To develop counting skills through graphing. Motivation: Discussion of food preferences during snack time. Materials: chart paper; colored squares representing different snack foods, pictures of foods Procedure: . Group decides on five most popular foods. . Teacher prepares graph chart with food pictures. . Children are grouped by their snack preference. . Children receive colored squares representing food choices. . Children attach their squares in the appropriate column on the chart. . Teacher elicits counting through appropriate questions, e.g.: "On our graph, how many children like fruit for a snack?" Follow-up: . Review of favorite snack graph on succeeding days. . Graphing of snack according to food groups. * Small groups can prepare snack in housekeeping area or cooking center.	Following Directions: . Stand up if you like (name of fruit). . All those with a (name of color) square, sit here. . Put your square on the chart. Receptive: Food names color names counting . Who likes to eat (name of fruit)? . Who else likes (name of fruit)? . What do you like to eat? . What does he/she like to eat? . Do you like to eat (name of fruit)? . Does she/he like to eat (name of fruit)? . How many people like to eat (name of fruit)? Productive: . I like to eat (name of fruit). . He/she likes to eat (name of fruit). . Yes, I do. She/he does. . No, I don't. She/he doesn't.

THEME
Getting Acquainted with Each Other and School

LEARNING EXPERIENCE
Using a Choice Chart

CONTENT AREA
Mathematics

CONCEPTS
- Choice charts enable us to make independent choices.
- Objects can be matched in a one to one correspondence.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will: . make one-to-one correspondence of sets. . develop language related to mathematics, e.g., more than, less than, first, last. . use counting in daily activities. . use a number to name a group. . make independent choices.	Teacher . makes a choice chart indicating learning centers, e.g., block corner, housekeeping center, art area. . provides materials for name cards. . assists children in making name cards. . identifies the centers shown on the choice chart. . leads a discussion on why the number of children in each center is limited. . shows how to match name cards and spaces in centers by one to one correspondence. . establishes the routine of making a selection on the chart.	Children . make name cards using pictures or their printed names for identification. . participate in discussion. . count to find the total number in a group. . match name cards to spaces in learning centers. . participate in routines. . make choices from chart.	Communication Arts: - new vocabulary - discussion - listening - word recognition (names, centers) - auditory/visual discrimination Creative Arts: - drawing symbols/faces Health and Physical Education: - moving safely - spatial relationships - eye-hand coordination Mathematics: - counting - one-to-one - sets/groups - number games Social Studies: - working in groups - sharing - respecting rights of others - taking turns - making decisions	choice chart chart paper pictures of interest areas oaktag strips crayons markers scissors **VOCABULARY** choice chart center housekeeping area block center game puzzle library art water sand count group number

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What are the names of the different centers on our chart?
2. How many children can work in the housekeeping center at one time? block center?
3. Why do we need to put our names in the slots on the chart?
5. How do you choose what center you would like to go to?
6. Can you think of another way we can form groups to work and play?
7. What things can we count in our classroom?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are children using number names when they speak?
- Can children count the number in a group?
- Are children making center area choices based on number?
- Do children count other groups of objects in their play?
- Do children make independent choices?
- Can children recognize personal name cards?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop visual and auditory recognition of names of children in the class.

Motivation:
The teacher says, "Let's take attendance by singing today. We can practice our singing and see who is here. Listen while I sing my name." The teacher demonstrates by singing own first and last name in a simple tune.

Materials:
individual name cards

Procedure:
. The teacher holds up the first name card.
. The teacher sings the first name of the child, such as: "Kevin, Kevin, sing us your name".
. Then the child responds: "Kevin Moore, that is my name".
. The teacher helps children who have difficulty with their own names.
. Continue with the rest of the name cards in a similar manner.
. When a child's name is sung and the child is not present, the class can respond: "Absent, absent, absent today.

Follow-Up:
. Routine of taking attendance is continued in this manner.
. Children choose their own name cards for identification of art work or for copying their names.
. Use child attendance chart.

LANGUAGE EMPHASIS FOR THE ESL CHILD

Following Directions:

. Listen.
. Look.
. Sing your name.

Receptive:

. (Child's name), sing us your name.

Productive:

. (Child's name), that is my name.
. Absent, absent, absent today.

THEME
Getting Acquainted with Each Other and School

LEARNING EXPERIENCE
Making a Book: "All About Me"

CONTENT AREA
Communication Arts

CONCEPTS

. A book is a collection of pages fastened together.
. We can make books.
. We can make books about things we know and like.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will: . learn to identify a book. . learn a way to make a book personal. . express knowledge of personal attributes and preferences. . develop positive self-concepts. . appreciate similarities and differences of other children.	Teacher . reads a book about a child to the class. . encourages discussion relating child in story to themselves. . suggests each child draw a picture of self for "All About Me" book. . introduces pages of appropriate pictures of children, toys, etc. . demonstrates how to cut out pictures, arrange on page, and paste. . staples completed pages together with prepared covers: "All About Me." . helps each child write name on cover. . instructs children to choose pictures to represent personal choices. . teaches song: "I Really Do Know About Me." (Appendix)	Children . listen to story. . participate in discussion of likenesses and differences. . draw pictures of themselves. . practice naming familiar categories. . listen to directions. . practice following directions, sharing, cutting, pasting. . write part or all of their own names or watch teacher write names. . verbalize own experiences to another child and to a group. . sing and engage in rhythms.	Communication Arts: - listening/speaking - visual discrimination - sequencing - writing Health and Physical Education: - eye-hand coordination - fine motor skills Creative Arts: - drawing - collage - spacing - cutting Music: - singing - rhythmic movements Mathematics: - sorting - classifying - one-to-one correspondence - counting Science: - observing Social Studies: - respecting individual attributes and preferences - sharing experiences and materials - enhancing self-image	storybook pictures from magazines, catalogs, scissors construction paper paste **VOCABULARY** book pictures page choose cut paste arrange collage blunt pointed alike different scissors hold self-portrait

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What did we find out about the child in this book?
2. What are your favorite toys, colors, foods, TV shows, etc.?
3. What pictures do you want to put in a book that's all about you?
4. How many pictures did you put in your book? Can you count them?
5. How many pages did you use for your book? Can you count them?
6. What did we do to make our books? first? next?
7. What did we find out about (child's name) from his/her book?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do children choose appropriate pictures to represent themselves?
- Do children begin to cut and paste with proficiency?
- Do children begin to develop positive self-concepts?
- Do the children's sharings communicate learned vocabulary and an understanding of the activity?

55

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop fine motor skills.

Motivation:
To make a piece of personal art for book: "All About Me."

Materials:
9 X 12 sheets of construction paper, scissors for each child in group, paste

Procedure:
. Each child receives paper and scissors.
. Teacher helps children to hold scissors; to place fingers in handles; to get started cutting.
. Throughout activity, teacher questions and elicits children's responses about: experience and associations with scissors; using scissors safely.
. Children paste their cut pieces of paper onto one sheet, forming a collage, and enter into book, "All About Me."

Follow-Up:
. Daily practice cutting paper: large simple shapes, then pictures.
. Children cut out pictures for a group book or collage, "All About Us."

LANGUAGE EMPHASIS FOR THE ESL CHILD

Following Directions:

Cut. Paste. Take. Make. Show.

Receptive:

Paper	picture	paste
pieces	scissors	book

. What are you doing?
. Are you ____ (cutting, pasting, etc?)

Productive:

. I am _____ (cutting, pasting).
. I am _____ (making a picture, a book).
. We are _____ (making a picture, a book).
. This is my _____ (book, picture).
. Are you _____ (cutting, pasting, making a picture, making a book)?

56

THEME
Getting Acquainted with Each Other and School

LEARNING EXPERIENCE
Using a Name Chart

CONTENT AREA
Social Studies

CONCEPTS
. Each person is special.
. Each person has a name.
. Naming traditions vary around the world.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will: . learn their full names. . develop appreciation for cultural similarities and differences. . discover that people have more than one name. . discover that family names are important in identifying people. . develop a positive self image.	Teacher . introduces chart to group and sings, "Name Song" (Appendix). . prints full name on chart for each child. . repeats "Name Song" asking children to say full names. . prepares "Name Chart"	Children . discuss names with parents. . sit in group and respond to song by saying their names. . listen while teacher reads each letter. . respond by answering with full name.	Communication Arts: - new vocabulary - etymology - listening/speaking - visual/auditory discrimination - discussion Mathematics: - counting -*classifying - comparison Music: - singing Science: - observing Social Studies: - respecting each others differences - group identification - positive self-image	name chart **VOCABULARY** given name middle name family name nickname full name Name Chart column letters

SUGGESTED TEACHER QUESTIONS	*SUGGESTED DIRECT INSTRUCTION ACTIVITY	LANGUAGE EMPHASIS FOR THE ESL CHILD
FOR ENTIRE ACTIVITY 1. What is your full name? 2. Do you have a nickname? What is it? 3. Were you named after anyone in your family? Who? 4. What do they call you at home?	Aim: To be able to classify names according to number of letters. To develop visual discrimination. To recognize their names. Motivation: Read a story such as "Tiki Tiki Tembo," Rumplestiltskin or any story about a character with a very long name. Materials: nine large manila envelopes labeled with numerals and circles from 1 - 9, activity board (appendix), markers, oaktag, photograph of each child, "Name Song" see appendix. Procedure: . Teacher staples photograph onto oaktag strip and prints child's first name. . Sings "Name Song" with children and introduces Activity Board. . Distributes name strips using various techniques: ex., "Whose name is this?" "Whose picture is this?" "Look for your name." "Is this your name?" etc. . Helps children read the numerals on the envelopes. . Helps children count letters in their names and place in the corresponding envelope. . Helps children count letters on name strips in each envelope. Follow-Up: . Make a graph based on activity board.	Following Directions: . Look for your name. . Put your name under the number strip. . Count the numbers. . Count the letters in your name. . Put it in the pocket. . Take it out of the pocket. Receptive: picture pocket letters name board counting 1-10 . What is your name? . Is this your name? . How many letters do you have in your name? . Do you have (number) letters in your name? . Does (name of pupil) have (number) letters in his/her name? Productive: . That is _____ (my, your) name. . I have (number) letters in my name. . (Name of pupil) has (number) letters in his/her name. * Have a number strip for the child to compare with the name strip. The spacing of the numbers on the strip is the same as the letters in the name. The child places name strip above the numbers and counts.
ASSESSMENT Teacher determines learning outcomes through observation and recordings - Do the children know their full names? - Are the children aware of their names? - Are the children using names to address other children? - Are the children respectful of "foreign" and/or uncommon names? - Are the children aware of teachers' names?		

THEME
Getting Acquainted with Each Other and School

LEARNING EXPERIENCE
Listening Game

CONTENT AREA
Science

CONCEPTS

. There are many different sounds around us.
. We hear with our ears.
. We hear sounds; we cannot see sounds.
. We can often tell what makes a sound without actually seeing the object.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will: . identify sounds of objects in the classroom. . identify various objects by sound only.	Teacher . provides materials. . establishes routines, e.g., taking turns. . demonstrates sounds of objects. . matches labels to objects. . reads labels with children. . identifies five items and shows how each one makes a specific sound, e.g., turning dial on toy telephone to make it ring. . asks children to close their eyes. . selects one child to make a sound with one of the objects. . calls upon children to identify the source of the sound. . puts objects on "sounds" interest center table.	Children . sit in circle. . name the five items chosen for demonstration: toy telephone, timer, bell, drum, shaker. . read labels with teacher. . close eyes and listen to sounds. . makes sounds with objects. . identify objects by their sounds. . explore objects in sounds interest center. . describe sounds, e.g., ringing, tapping.	Communication Arts: - new vocabulary -*classifying - labeling - auditory/visual discrimination - following directions Creative Arts: - aesthetic development Health and Physical Education: - safety consciousness Mathematics: - one-to-one correspondence - counting - classifying Science: - distinguishing sounds, e.g., soft, loud, low, high - exploring objects and sounds they make Social Studies: - taking turns - similar sounds in other places - predicting sounds	labels for items toy telephone minute timer shaker bell drum tape recorder **VOCABULARY** drum bell minute timer toy telephone shaker ring tick voices listen hear sounds soft loud ears circle rattle beat

SUGGESTED TEACHER QUESTIONS	*SUGGESTED DIRECT INSTRUCTION ACTIVITY	LANGUAGE EMPHASIS FOR THE ESL CHILD
FOR ENTIRE ACTIVITY 1. What are the names of the things that I placed on the floor? 2. Can we make sounds with the items on the floor? How? 3. Do we see sounds? 4. What other things can we use in our sound game? 5. What part of our body do we use to hear sounds? 6. Listen. What sounds can we hear in our classroom and in the school building?	Aim: To visually identify objects that make sounds. Motivation: Brief discussion of listening game and review of items on table in sounds interest center. Materials: construction paper, scissors, magazines, catalogs, envelopes for children to file their pictures, paste, crayons Procedure: . Teacher gives children the opportunity to select a catalog or magazine from which they cut pictures of things that make sounds. . Teacher demonstrates how to fold the piece of construction paper in half. . The children cut their pictures and place them in their envelopes. . The teacher demonstrates how to use the paste. . The children are encouraged to decorate the cover using crayons or one of the pictures. . Children paste their pictures on the remaining pages. . The teacher assists the children in printing their names on the cover. Follow-Up: . Teacher tapes children's voices. . Children choose additional items for the Sound Table. . Teacher and children tour the school building to hear other sounds.	Following Directions: . Make a circle. . Listen! . Do you hear? . Close you eyes. . Make a sound. Receptive: bell car drum telephone . Is it (name of person)? . Is it a (bell, car, etc.)? . Who is it? . What is it? Productive: . It's (name of person). . Yes, it is (name of person or object). . No, it isn't (name of person or object). . Yes/No. . It is (name of person or object). . It's a (bell, car, etc.). . I think it is (name of person or object).
ASSESSMENT Teacher determines learning outcomes through observation and recordings. - Are the children able to identify objects in the classroom? - Can they recognize the various objects by the sounds? - Can the children match the label to the object? - Do the children exhibit courteous behavior while they take turns? - Do the children follow directions?		
63		64

THEME
Getting Acquainted with Each Other and School

LEARNING EXPERIENCE
Depicting Our School

CONTENT AREA
Art

CONCEPTS

. Things that we see can be recreated through art and construction.
. The work of the individual is respected in the creative process.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will: . recall experiences and express them through various media. . clarify understandings about the school through the creative process. . recognize and identify colors. . develop gross and fine motor skills. . develop positive feelings about their performances.	Teacher . takes the children for a walk around the school building. . identifies specifics about the school building. . initiates classroom discussion of things they have seen on trip; how they might be depicted. . initiates a discussion of the various media available; e.g., blocks, crayons, paint, markers. . provides media and encourages use. . discusses colors and color names. . supervises small groups at work. . displays childrens' work. . asks children to describe what they have made.	Children . observe on school trip. . listen to and participate in discussions. . choose the medium they wish to use. . explore and experiment with materials. . work independently or in groups. . identify colors and color names. . depict the school. . tell about their work. . develop awareness of multicultural likenesses and differences.	Communication Arts: - direct observation of school building - discussion - vocabulary development - identification of objects drawn - use of drawings to paintings express ideas -*visual discrimination Creative Arts: - manipulative skill - personal expression - aesthetic sensitivity Health and Physical Ed: - safety rules - large motor control - eye-hand coordination Mathematics: - awareness of cardinal and ordinal numbers - spatial relationships Science: - exploring - observing Social Studies: - working together - getting acquainted - map skills	paint brushes newsprint crayons colored paper markers blocks scissors clay paste chalk collage box **VOCABULARY** building picture color names draw stroke paint brush easel map first second third fourth mural

SUGGESTED TEACHER QUESTIONS	*SUGGESTED DIRECT INSTRUCTION ACTIVITY	LANGUAGE EMPHASIS FOR THE ESL CHILD
FOR ENTIRE ACTIVITY 1. What did we see on our walk? 2. What art materials are you using? 3. What else will you put in your picture? 4. What color do you think would be good for the ___? 5. What other colors did you use? 6. What can you tell us about your picture? painting? block building? 7. What are some other ways we can tell about our school?	**Aim:** To use drawings/paintings to express ideas. **Motivation:** When a child has finished a painting or drawing the teacher might ask, "Would you like to talk to me about your picture? What would you like me to write about your picture?" **Materials:** children's paintings and drawings, paste, markers, craft paper for mural **Procedure:** . Children create a "Talking Mural" using pictures they drew related to a theme, trip, or story, e.g., a trip around school. . Children identify objects drawn. . Teacher draws large bubble next to each picture. . Children dictate sentences about their pictures. . Teacher writes what the children dictate in the bubbles. . Children read the talking mural together. **Follow-Up:** . Matching words to words on experience chart. . Matching words to labels around the room.	**Following Directions:** . Let's take a walk. . Go to the door. . Turn ____ (left, right). . Walk. . Go up the stairs. . Go down the stairs. . Make a picture about your school. **Receptive:** classroom bathroom cafeteria yard library principal's office . What is this? . Where do you want to go? . Where did we go? **Productive:** . This is the _____ (school, classroom, etc.). . I want to go to the (name of room). . We want to the (name of room).
ASSESSMENT Teacher determines learning outcomes through observation and recordings. - Does children's work indicate details? - Do children work independently? - Can children use materials effectively? - Are many colors used? - Do children work carefully? - Do children finish their work? - Can children name the colors? - Do children participate in discussions?		

E.S.L. EXTENDED LESSON

Aim:
To pratice using the possessive pronoun, the verb, to be.

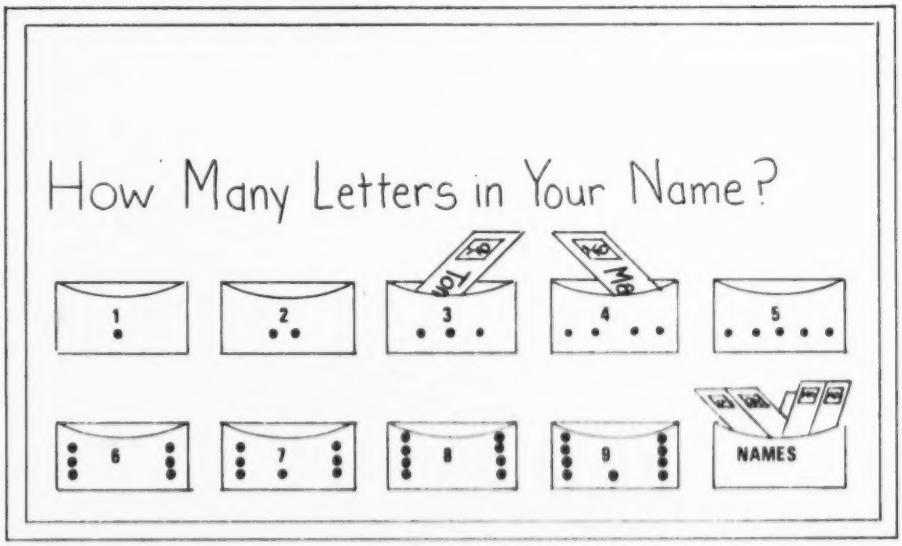
Motivation:
Sing "How many letters" (to tune of Frere Jacques) (Appendix). Teacher sings song with children using each child's name. Children count letters in their names.

Materials:
prepared graph chart (Appendix), name strips, gummed circles

Procedures:
- Teacher says, "Let's see how long your name is."
- Teacher displays graph.
- Teacher distributes name strips.
- Teacher helps each child individually to count the letters and paste appropriate number of circles on the bar graph going from left to right.
- During this phase, teacher uses the following sentence patterns:
  How many letters are there in your name?
  How many circles do you need?
  Does your name have (number) letters?
- When bar graph is completed, teacher helps children analyze the information by asking:
  Who has (number) letters in their name?
  Who else has (number) letters in their name?

Appendix for: Getting Acquainted with Each Other and School

How Many Letters in Your Name?



Song: "Name Song"

Tune: "Mary Had a Little Lamb"
Words: Mayita Dinos

Everybody has a name,
has a name, has a name.
Some are different,
Some the same,
Tell me what is yours!

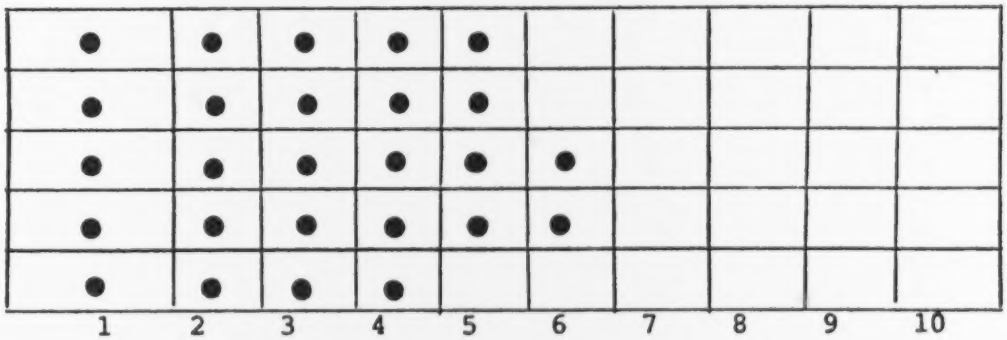
Song: "I Really Do Know Me"

Tune: "Yankee Doodle"
Words: Virginia Cramer

Do you know who I really know?
I really do know me-ee.
I know my name, I know my age.
I know so much about me!

I can tell you lots of things
That I know how to do:
I can work when I'm in school.
And I can play with you!

HOW MANY LETTERS IN YOUR NAME?



Song: "How many letters"
(tune of Frère Jacques)

How many letters,
How many letters,

Do you have,
in your name?

Let's count together,
Let's count together,

1	2	3	4	5	6
I	R	A,	I	D	A

(Count while pointing to each letter to the tune of ding, dong, ding etc.)

ESL Theme: Myself — My School

The following theme has been adapted from Learning in a Multicultural World - Kindergarten ESL Edition, a publication of the Office of Bilingual Education.

This theme, "Myself - My School," is made up of three units:

- Unit 1 - Living at School
- Unit 2 - Who Am I?
- Unit 3 - How Do Our Senses Help Us?

Each Unit is divided into:

- Objectives, which include the Concepts that are developed throughout the Unit; the Functions, or purposes, for which language is to be used; and Structures that are suggested to develop concepts in English (including Total Physical Response as well as Questions and Answers).

- Content Area Experiences/Activities, which can be selected according to the developmental needs of the children and the availability of materials.

- Language Experiences/Activities, which are grouped according to primary language skill being developed. Since these skills are interrelated, however, elements of all of them may be developed by extending each focus activity.

- Vocabulary, which is listed in categories. The lexical items selected for presentation will be determined by the experiences and language ability of the children.

- Evaluation Activities, which are designed to assess children's grasp of the cognitive and linguistic contents of the Unit.

- ESL Sample Activity. Each activity has cognitive objective(s) indicating the skill(s) or knowledge, as well as the linguistic items, to be developed. New concepts should be introduced using known language, and new language should be presented using known concepts.

OBJECTIVES

CONCEPTS

self
numbers 1-5
one-to-one correspondence
colors (red, blue)

FUNCTIONS

identify oneself and others
greeting others
describing objects using color words

STRUCTURES

1. Total Physical Response (TPR)
   - Stand up.
   - Sit down.
   - Raise your hand.
   - Listen.
   - Repeat: _____.
   - Pick up the _____ (item).
   - Give __me__ (me/him/her) the __blue__ (color) __crayon__ (item).
   - Draw a __red__ (color) __flower__ (item).
   - Cut out the __flower__ (item).
   - Paste the __flower__ (item) on the __paper__ (item).
   - Find your name card.

CONTENT AREA EXPERIENCES/ACTIVITIES

CONTENT AREAS

Mathematics
- . Count classroom objects.
- . Distribute snacks, one to each child.
- . Make sets of classroom objects (1-5).

Social Studies
- . Make a folder called "All About Me." Include a recent photo.
- . Tour the school and identify the rooms and offices.
- . Make a floor plan of the classroom.

Science/Physical Education
- . Sing and act out the song "One, Two, Buckle My Shoe."
- . Play "Roll the Ball" game, calling out the name of the child who is to pick up the ball.

Art
- . Draw and label a self-portrait.
- . Decorate a name card using felt, yarn, glitter, etc.
- . Make a color book, e.g., "My Blue Book."

Music
- . Sing ESL Songs: "Good Morning To You" (to the tune of "Happy Birthday"); "Ernie"(Jazz Chants for Children) and "I'm Glad to Meet You" (Tune In To English).

  Traditional Songs:
  "How Do You Do, My Partner" and "Little Sir Echo."

OBJECTIVES	LANGUAGE EXPERIENCES/ACTIVITIES

2. Questions and Answers

What's your name?
-- My name is _____.

What's her/his name?
-- Her/His name is _____.

What's this?
-- It's a(n) block (item).

What color is the block (item)?
-- The block (item) is red (color).

LISTENING

- Listen to and follow teacher's directions.
- Listen to the teacher/classmate identify each class member.
- Listen to songs which use appropriate greetings.
- Listen to stories read by teacher and retold by classmates.

HANDS-ON ACTIVITIES

- Match objects in one-to-one correspondence, e.g., a name card to a child.
- Decorate name cards.
- Follow directions from songs involving body movements.

SPEAKING

- Tell name to class.
- Greet others and respond to greetings.
- Name three children in class.
- Identify classroom items.
- Sing appropriate songs (see Music).
- Talk to a partner about school.

READING AND WRITING

- Select own name card.
- Match name card to name on cubby.

THEME I: MYSELF - MY SCHOOL

Unit 1: Living at School

VOCABULARY	MATERIALS	EVALUATION ACTIVITIES
teacher's name names of children in the class school number numbers 1-5 colors (red, blue) names of classroom items, learning centers, rooms and places in the school	. paste . scissors . name cards . crayons . record player . records . paper . stapler . ball . markers . storybooks . felt . yarn . glitter	. Make picture books on theme "Myself" and read them, using structures learned. . Play concentration game. Match things that are the same (names, colors, classroom items, numerals). . Identify classroom objects and say what color each is.

ESL SAMPLE ACTIVITY

OBJECTIVES

Children will:

- group items according to colors (red, blue).
- name color of each group.
- classify items according to color name.

MOTIVATION

Present ten items, five blue and five red.

MATERIALS

- blue and red objects
- blue and red crayons for each child
- pictures of blue and red objects
- red box
- blue box

STEP-BY-STEP PROCEDURE

1. Pick up and name red items while children watch and listen. For example: "The car is red. The book is red."
2. Give directions: "Put the red car in the red box." Simultaneously model the correct behavior. Repeat several times for each item.
3. Return red items to original box. Repeat step 2, having children follow your directions.
4. Repeat steps 1-3, using blue objects and blue box.
5. Tell children:
   "Pick up the _____ _____." (color) (item)
   "Give me the _____ _____." (color) (item)
   "Give _____ the _____ _____." (child) (color) (item)
6. Repeat step 5, having children give the directions.
7. Have children identify red and blue objects around the classroom. Encourage children to name objects they have at home that are the same colors.
8. Ask questions and model responses.
   "What color is the _____?" (item) "The _____ is _____." (item) (color)
9. Engage children in above interchange (#8).
10. Tell children: "Put all the red and blue things in one box."
11. Put the box away.

FOLLOW-UP

Have children:

- draw red and blue classroom objects.
- make class color books: Red Book and Blue Book, following directions to cut out and paste appropriately colored items in each book.

OBJECTIVES

CONCEPTS

colors (yellow, green)
numbers 6-10
two-to-one correspondence
opposites; e.g., tall/short, big/little, dark/light, young/old

FUNCTIONS

describing self and others
expressing preferences

STRUCTURES

1. Total Physical Response (TPR)

Get your (the/your) crayons (item).
Bring me the (the/a/an) red one (item).
Put the red one (item) in (in/on) the box (item).

2. Questions and Answers

What's your name?
--My name is _____ (name).

What's your teacher's name?
--Her/His name is _____ (teacher's name).

CONTENT AREA EXPERIENCES/ACTIVITIES

CONTENT AREAS

Mathematics

- Make a set of objects of the same color (6 - 10).
- Make a bar graph of children's ages.

Social Studies

- Look at pictures of children from other lands and describe them, using vocabulary learned.
- Describe classmates.

Science/Physical Education

- Talk about things you like to do, e.g., sing, dance.
- Lie down on the floor. Have a classmate trace an outline of your body with a crayon on paper.
- Do the "Hokey-Pokey."
- Play "Simon Says."

Art

- Choose a color (red, blue, yellow or green). Cut out and paste pictures of things that are this color. Make a collage.

Music

- Sing: ESL Songs: "Oh, Tell Us What Your Name Is," "One Little, Two Little, Three Little Bluebirds" (Greatest Hits of YES!), "Different Colors," "How Old Are You?" (Core English Songs), "Colors" (Learning Basic Skills Through Music), "Body Parts," "Comb Your Hair" (Big Bird's Yellow Book). Traditional Songs: "Head, Shoulders," "One Finger, One Thumb."

OBJECTIVES	LANGUAGE EXPERIENCES/ACTIVITIES

How old are you?
--I'm _____ years old.
(number)

What's your favorite color?
--My favorite color is _____.
(color)

Do you like singing?
(action)
--Yes./Yes, I do./Yes, I like singing.
(action)
--No./No, I don't./No, I don't like singing.
(item/activity)

Do you like to dance?
(activity)
--Yes./Yes, I do./Yes, I like to dance.
(action)
--No./No, I don't./No, I don't like to dance.
(action)

LISTENING

- Listen to riddles describing classmates.
- Listen to songs about self, colors, parts of the body and numbers.
- Listen to stories told by the teacher and retold by classmates.

HANDS-ON ACTIVITIES

- Point to the parts of your body.
- Select an object of a given color.
- Manipulate flannelboard body parts to demonstrate two-to-one correspondence.
- Lie down on the floor to trace body outline.

SPEAKING

- Tell classmates about yourself and other children.
- Tell what you like and don't like.
- Sing appropriate songs (see Music).
- Talk to a partner about yourself.
- Retell your favorite story to a partner.

READING AND WRITING

- Match colors to words written in that color.
- Read a picture book about parts of the body.

THEME I: MYSELF - MY SCHOOL

Unit 2: Who Am I?

VOCABULARY	MATERIALS	EVALUATION ACTIVITIES
yellow, green parts of the body numbers 6 - 10 tall short big little dark light young old boy girl like favorite	. storybooks . objects and toys . yellow and green objects . flannelboard . flannel body parts . magazines . scissors . paste . construction paper	. Name the missing part from pictures of a face and from pictures of a body. . Assemble a complete face and body using flannel body parts and flannelboard. . Introduce yourself and another student to the class.

ESL SAMPLE ACTIVITY

OBJECTIVE

Children will:

- identify and name parts of the body (the body, head, arms and legs).

MOTIVATION

Present a body with its parts assembled on a flannelboard. Say: "We're going to make a puzzle."

MATERIALS

- flannelboard
- flannel body parts

STEP-BY-STEP PROCEDURE

1. Show the body on flannelboard to the children. Identify:
   "This is a body."
2. Repeat until arms, legs and head are identified.
3. Have children come up and name the body parts (arms, legs, head).
4. Ask questions; model responses:
   "Is this a _____ (body part)?"
   "Yes, it's a _____ (body part)."
   "Are these _____ (body parts)(s)?"
   "Yes. They're _____ (body parts)."
5. Have children ask the questions from Step 4. Classmates respond.
6. Disassemble the body into its parts. Have children reassemble "the puzzle" while naming the parts. Encourage children to work in pairs on this activity.

FOLLOW-UP

Have children sing the song "Head, Shoulders, Knees and Toes" with accompanying gestures.

OBJECTIVES

CONCEPTS

same/different
sensory discrimination
matching pairs

FUNCTIONS

following directions
classifying sensory experiences

STRUCTURES

1. Total Physical Response (TPR)
   Look at _____.
   Touch _____.
   Taste _____.
   Listen to _____.
   Smell _____.
   Match a pair of _____(s).
   (body part)

2. Questions and Answers

   Is this your nose ?
   (body part)
   --Yes./Yes, it is.
   --No./No, it isn't.

   Are these your ears ?
   (body parts)
   --Yes./Yes, they are.
   --No./No, they aren't.

   What are these?
   --They're my eyes .
   (body parts)

CONTENT AREA EXPERIENCES/ACTIVITIES

Mathematics

. Match pairs of body parts using felt body figures.

Social Studies

. Invite a nurse or parent to speak (using simple language and visuals) on good health habits.

Physical Education

. Play "Simon Says," giving commands about the sensory organs.
. Play "Hokey-Pokey."

Art

. Make picture books centered around themes relating to sensory organs, e.g., Things I Like to See, Foods That Taste Sweet.

Science

. Word with a partner in the science learning center. Touch, smell, look at, listen to, and taste different things. Tell your partner what you are doing.

Music

. Sing ESL Songs: "Stop That Noise" (Jazz Chants for Children); "He Likes Chicken," "He Ate Too Much Food," and "Let's Eat Breakfast" ("Big Bird's Yellow Book). Traditional Songs: "If You're Happy and You Know It."

OBJECTIVES

What am I touching?
--You're touching your mouth (body part).
Are they the same (the same/different)?
--Yes./Yes, they're the same (the same/different).

--No./No, they aren't the same (the same/different).

LANGUAGE EXPERIENCES/ACTIVITIES

LISTENING

- Listen to sounds that are the same and different.
- Listen to oral directions.
- Listen to stories about body parts (The Nose Book).
- Listen to a story a classmate tells.

HANDS-ON ACTIVITIES

- Use felt body parts to form pairs of eyes, ears, etc.
- Touch body parts.
- Identify (with a hand signal) two sounds as being the same or different.
- Taste and classify different foods (candy, lemon juice, potato chips, etc.) as sweet, sour or salty.
- Smell different items and separate them into those you like and those you dislike.
- Touch and identify different objects from a "feely bag."

SPEAKING

- Name the sensory organs - ears, eyes, nose, mouth, hands.
- Tell the class what you like (food, songs, smells, pictures, textures, etc.).
- Ask your friend what s/he likes.
- Sing appropriate songs (see Music).
- Talk to a partner about your favorite things.

READING AND WRITING

- Dictate the completion of sentences on an experience chart about the senses, e.g.:
  I like _____ (name of food). I don't like _____ (name of food).
  I like the smell of _____ (name of food).

VOCABULARY	MATERIALS	EVALUATION ACTIVITIES
sensory parts of the body: ears, eyes, nose, mouth, hands smell, smelling taste, tasting eat, eating touch, touching listen, listening see, seeing hear, hearing same/different sweet sour salty like/don't like	. 6 pairs of noisemakers (for example, beans in a can, rice in a can, etc.) . gift-wrapped box . things to smell (onions, perfume, fruit, etc.) . "feely bag" with small objects . flannel board . felt body parts . magazines	. Listen to and classify sounds that are the same and different by using shaker cans. . Describe an object in terms of all senses. . Draw picture of a face. Identify the nose, ears, mouth, and eyes and what their functions are (smelling, hearing, etc.).

ESL SAMPLE ACTIVITY

OBJECTIVE

Children will:

- match pairs of items that smell the same.

MOTIVATION

Cut up some food that has a distinctive smell. Observe children's reactions to the smell.

MATERIALS

- 4 pairs of cans with holes punched in lids (fill with onions, perfume, coffee, orange)

STEP-BY-STEP PROCEDURE

1. Smell contents of two cans filled with onion pieces and say: "They're the same."
2. Present two cans with the same contents. Have two children sniff the contents of the cans.
3. Use structures:
   "Do they smell the same?"
   "Yes./Yes, they do./ Yes, they smell the same."
4. Repeat steps 2 and 3 with other children.
5. Select another pair of cans whose contents are different, e.g., onion and coffee, and have two other children smell each one and practice the following structures:
   "Do they smell the same?"
   "No./No, they don't. They smell different."
6. Repeat step 5 with all children. Have children work in pairs on this step, as well.
7. Let children smell all the cans of food and match those that smell the same.
8. Children will indicate the smells that are the same or different using the vocabulary and structures learned.

FOLLOW-UP

Have children cut out pictures from magazines of things that have a definite smell. Each child tells the class which smell is his/her favorite.

Section 3
Enriching the Curriculum

86a

Finger Plays, Songs, Rhythms and Games

Finger plays, songs, rhythms, and games, play an important part in the Summer Kindergarten Program. Dramatizing actions, repeating chants, and moving to rhythmic beats are valuable learning experiences for young children. As children recite rhymes and move their fingers and bodies to music and verse, they develop concepts and skills in enjoyable ways.

Finger plays are first steps toward encouraging children to express themselves creatively. This early dramatic technique leads to concrete experiences, which foster later abstract thinking.

Singing together enhances socialization and encourages youngsters to grow academically while having fun.

Kindergarten children use their imaginations as they participate in rhythmic movements. Whole-body activities help youngsters learn about spatial awareness as they improve their coordination with a variety of physical activities.

Games serve to incorporate past experiences into present learning situations, giving new life to yesterday's traditions. As children jump, skip, run and play together, they improve their coordination and develop large and small muscle control.

Finger plays, songs, rhythms and games can be used:

. as a motivation
. as a transition between activities
. to develop oral language
. to develop auditory memory/sequence
. to introduce/reinforce concepts
. to respond to the need for movement
. to direct attention to task
. to foster second language learning
. to develop fine/gross motor skills
. to encourage socialization
. to enchance self-concepts
. to celebrate special occasions
. to reinforce thematic experiences
. during creative dramatization
. as an enjoyable activity

Finger Plays and Songs

1. Understanding Myself

On My Head

On my head my hands I place,
On my shoulders, on my face,
On my hips and at my side,
Then behind me they will hide.
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap - one, two, three.

Two Little Eyes

Two little eyes that open and close.	(Point to each eye simultaneously with index finger of each hand.)
Two little ears and one little nose.	(Point to both ears, then nose.)
Two little cheeks and one little chin.	(Point to both cheeks, then chin.)
Two little lips with the teeth locked in.	(Point to mouth, purse lips together tightly.)

Ten Little Fingers

I have ten little fingers and they all belong to me.	(Hands upright.)
I can make them do things, would you like to see?	
I can shut them up tight;	(Shut them up into fists.)
Or open them wide.	(Open them wide.)
I can put them together, or make them all hide.	(Close fists together.)
I can make them jump high.	(Swing hands above head.)
I can make them go low.	(Swing hands down low.)
I can fold them up quietly and hold them just so.	(Place in lap.)

From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 2. Permission pending.

Thumbkin

Where is thumbkin?	
Where is thumbkin?	(Hide hands behind back.)
Here I am.	(Bring out one hand.)
Here I am.	(Bring out one other.)
How are you today, sir?	(Nod one thumb.)
Very well, I thank you.	(Nod the other thumb.)
Run away, run away.	(Hide thumbs again behind back.)

(Repeat using "Pointer," "Tall Man," "Ring Man," and "Pinkie" instead of Thumbkin.)

From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 2. Permission pending.

Up to The Ceiling

Up to the ceiling,	(Raise both hands up toward the ceiling.)
Down to the floor.	(Lower both hands toward the floor.)
Left to the window,	
Right to the door.	
This is my right hand,	
Raise it high.	
This is my left hand,	
Reach for the sky.	
Right hand, left hand	(Raise each arm as you say each.)
Twirl them around.	(Twirl hands in circular motion in front of you.)
Left hand, right hand -	(Make fists and hold one fist over the
Pound, pound, pound.	other and pound like a hammer.)

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (Clap twice.)
If you're happy and you know it, clap your hands. (Clap twice.)
If you're happy and you know it and you really want to show it,
If you're happy and you know it, clap your hands. (Clap twice.)

If you're happy and you know it, tap your feet. (Tap feet twice.)
If you're happy and you know it, tap your feet. (Tap feet twice.)
If you're happy and you know it and you really want to show it,
If you're happy and you know it, tap your feet. (Tap feet twice.)

Variations:

If you're happy and you know it, tap your head.
If you're happy and you know it, say "ah-choo."
If you're happy and you know it, touch your knees.
If you're happy and you know it, nod your head.

2. Counting/Number Concepts

Two Little Apples

Two little apples hanging on a tree.	(Spread arms and cup each hand to make apples.)
Two little apples smiling at me.	(Turn cups forward.)
I shook that tree as hard as I could.	(Shake body and arms.)
Down came the apples, Mmmm,	(Rub belly.)
Were they good!	

From: Mary Miller and Paula Zajan, Finger Play: Songs for Little Fingers (New York: G. Schirmer, 1955), p. 1. Permission pending.

Jenny or Johnny

Jenny works with one hammer, one hammer, one hammer.	(Pretend to hammer with one fist.)
Jenny works with one hammer, Then she works with two.	(Hold out 2 fists.)
Jenny works with two hammers two hammers, two hammers.	(Hammer with 2 fists.)
Jenny works with two hammers Then she works with three.	(Hold out 2 fists, one foot.)
Jenny works with three hammers three hammers, three hammers	(Hammer with 2 fists, one foot.)
Jenny works with three hammers Then she works with four.	(Hold out 2 fists, 2 feet.)
Jenny works with four hammers four hammers, four hammers	(Hammer with 2 fists, 2 feet.)
Jenny works with four hammers Then she works with five.	(Hold out 2 fists, 2 feet, head.)
Jenny works with five hammers five hammers, five hammers	(Hammer with 2 fists, 2 feet, head.)
Jenny works with five hammers Then she goes to sleep.	(Close eyes, rest head on hands placed at side of face, prayer-style.)

One, Two, Buckle My Shoe

One, two,
Buckle my shoe;

Three, four,
Shut the door;

Five, six,
Pick up sticks;

Seven, eight,
Lay them straight;

Nine, ten,
A good fat hen.

Counting In Spanish

Uno, dos, tres,
Let's march in place.

Cuatro, cinco, seis,
Let's sway with grace.

Siete, ocho, nueve.
Watch us wave. Hey!

Now we come to diez.
A - bout face!

(Clap in a steady rhythm, two claps to each line, as you chant the rhyme and do the motions called for.)

From: Carol A. Piggins, More Fingerplays and Action Rhymes (New York: Instructor Publications, Inc., 1985), p. 11. Permission pending.

3. Special Days and Seasons

Happy Birthday

(Clap two beats on each line as you share this birthday rhyme. At end of the rhyme, clap once for each year of child's age and then sing "Happy Birthday."

Let us take time out to say,
"Today's a very special day."
This is_____'s birthday
And she (he's)____years old.

Stand up_____, won't you.
Stand up and take a bow.
We'll clap one time for every year
And sing, "Happy Birthday" now.

From: Carol A. Piggins, op. cit., p. 27. Permission pending.

Weather Poem

	(Begin with hands held above head.)
Sometimes it rains	(Wiggle fingers downward to
And sometimes it snows.	represent rain and snow falling.)
Trees and grass bend	(Sway from side to side.)
When the wind blows.	
Sometimes it's sunny	(Curve arms and join hands above head.)
And sometimes it's not.	(Bring hands down to sides.)
Sometimes it's cold	(Clutch self to stay warm.)
And sometimes it's hot.	(Wipe "perspiration" from brow.)
The weather is changeable	(Hands on hips.)
On that we'll agree.	
What kind of weather	(Hands outstretched, palms up.)
Today will there be?	

From: Carol A. Piggins, op. cit., p. 33. Permission pending.

4. Health/Safety

Brushing Teeth

Up and down and round and round	(Move right pointer up and down, and round before mouth.)
I brush my teeth to keep them sound;	
To keep them sound and clean and white	(Point to teeth.)
I brush them morning, noon and night.	

From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 5. Permission pending.

Stoplight

By Jackie Nason, Age 10

Red on top,
Green below.
Red says, "Stop!"
Green says, "Go!"
Yellow says, "Wait!
Even if you're late."

From: Virginia H. Lucas, compiler, Resource Book for the Kindergarten Teacher (Columbus, Ohio: Zaner-Bloser, Inc., 1980), p. 412. Permission pending.

A Cold

I have to sneeze; (Pretend a sneeze.)
My nose can't smell; (Hold nose shut.)
My head is hurting; (Put hand on forehead.)
I don't feel well. (Shake your head.)
I'll take some medicine; (Pretend to do so; pretend to use teaspoon.)
I'll go to bed; (Rest head on hands.)
Soon my nose will be better; (Touch nose; smile.)
And so will my head! (Touch your head.)

From: Marie Frost, Fun with Action Rhymes (Elgin, Il.: David C. Cook Publishing Co., 1981), p. 7. Permission pending.

Now It's Time to Rest

Now it's time to rest
Like robins in a nest.
Now it's time to rest
Like robins in a nest.
Tuck your head beneath your wing,
Close your eyes to everything,
Now it's time to rest.

5. Our World

The Little Turtle

There was a little turtle
He lived in a box. (Make shape of box with hands.)
He swam in a puddle (Make swimming motion with hands.)
He climbed on the rocks.
He snapped at a mosquito, (Snap hands together.)
He snapped at a flea, (Snap hands together.)
He snapped at a minnow, (Snap hands together.)
And he snapped at me. (Snap hands together.)
He caught the mosquito (Make hands catch.)
He caught the flea. (Make hands catch.)
He caught the minnow (Make hands catch.)
But he didn't catch me. (Shake head "no" and point to self.)

Going to Kentucky

Going to Kentucky,
Going to the fair,
To meet a Senorita
With flowers in her hair.
Shake it, shake it, shake it,
Shake if you can.
Shake it like a milkshake
And do the best you can.
Rumble to the bottom,
Rumble to the top,
And turn around and turn around
Until you make a stop.

(Children form a circle and one child is chosen to be the leader. That child stands in the center of the circle and everyone sings. The child in the center of the circle spins around with eyes closed and finger extended. When the song ends, the child to whom the finger is pointed goes into the center of the circle.)

Squirrels in Trees

Groups of 3 players form a hollow tree. Inside each tree, a fourth player is a squirrel. Only 1 squirrel may occupy a tree.

There are 2 or more squirrels without trees. At a signal from the teacher, all squirrels must find new trees.

Provide opportunity for all children to be squirrels. Allow enough space.

From: Division of Curriculum and Instruction, Physical Education: A Movement Approach (New York: Board of Education of the City of New York, 1979), p. 20.

Gray Rabbit

Single circle, players facing center; a player, selected as runner, is outside the circle.

The player runs part way around the circle, tapping each child and repeating "Brown Rabbit." When player says "Gray Rabbit," the second player chases the runner around the circle. If the gray rabbit tags the runner before the vacated place is reached, the gray rabbit becomes the new runner; if not, the first runner takes another turn.

From: Division of Curriculum and Instruction, op. cit., p. 18.

Neighborhood Trips

Real-life experiences provide opportunities for observing, exploring and discovery. Carefully planned neighborhood trips provide enjoyable and satisfying experiences on which to develop and build concepts and skills. If possible, parents should be encouraged to accompany children, and to continue discussion of the trips afterward. These experiences should be carefully planned, developmentally appropriate and related to the ongoing curriculum.

Before the trip, teachers may:

- discuss with the children the place to be visited.
- speculate with the children about what they might see.
- record the children's ideas and predictions on a chart.
- display some appropriate books.
- review rules of expected behavior with the children.

After the trip, teachers guide children in:

- recording places or things seen during trip.
- comparing observations with predictions.
- writing captions for drawings of things seen on trip.
- preparing a class book of drawings or photographs.
- reading and discussing stories or poems related to the trip.
- singing related songs.
- replicating trip experience in block area and other learning centers.
- dramatizing activities observed at trip site.
- organizing observations on a trip board.

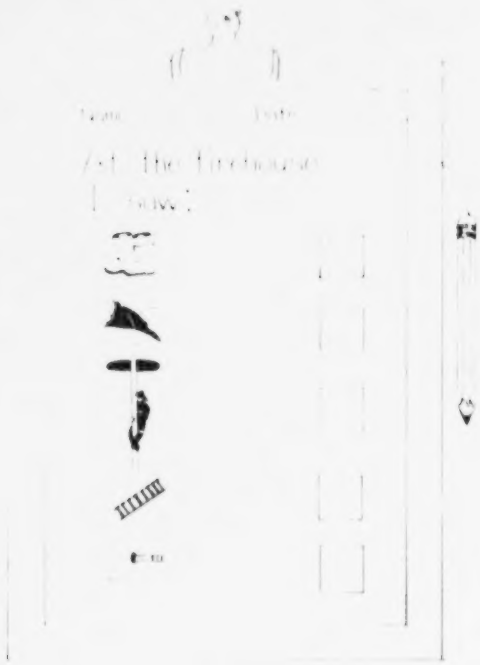
Trip Boards

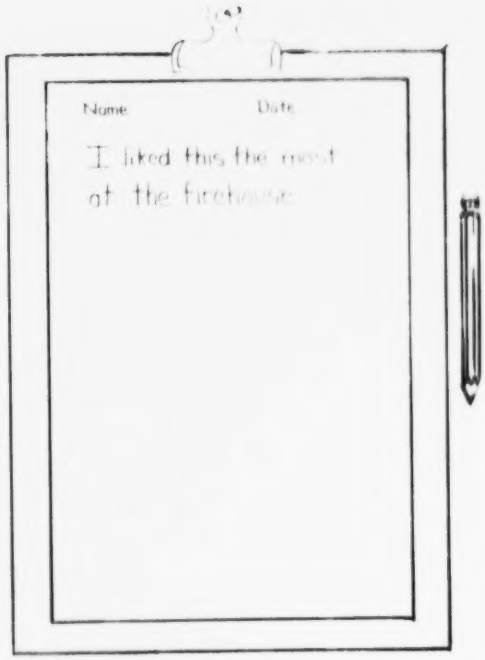
Trip boards are devices which enable children to carry worksheet that have been specifically designed for use during a field trip. These worksheets should be an outgrowth of class discussions about what will be seen on a forthcoming trip. Trip-board activities can help children focus on specific aspects of a trip. A variety of assignments may be included, such as recording sights en route, drawing something of interest, or indicating with a mark each time an object or a place is seen.

Trip boards can be made from a variety of materials including: cardboard, plywood, small chalkboards, shirtboards, or clipboards. A clothespin, paper clip, or easel clip can be used to fasten the worksheet to the trip board.

Trip boards can be used:

- to encourage careful observation.
- to help focus children's observations.
- to collect data.
- to record children's work.
- to help plan future activities.
- to form a trip book.





Suggested Neighborhood Trips

Local stores and businesses:

- fruit and vegetable stand
- bakery
- haircutting salon
- fish store
- supermarket
- pet shop
- florist
- shoe repair shop
- manufacturing plants
- pizza shop
- butcher shop
- gas station
- hardware store

Community helpers:

- the firehouse
- the police station
- the public library
- the post office
- construction site
- sanitation garage

Around the block:

- houses
- apartments
- trees
- sidewalk
- animals (ants, birds, dogs, etc.)
- "looking up" walk
- "looking down" walk

Transportation related:

- cars
- trucks
- street repair sites
- street signs
- bicycles
- motorcycles

Summer Activities

Children may:

. Observe and discuss signs of summer: leaves on trees, flowers in bloom, sounds of insects and birds, warmth of the sun.

. Enjoy a snack outdoors in the yard, or at a nearby park.

. Make lemonade for snack: In pitcher, mix juice of 3 lemons, 3-4 cups of cold water, sugar or honey to taste. Serve and enjoy!

. Taste different friuts, such as berries, melons, papayas, mangoes.

. Plant and care for flowers.

. Examine seashells with magnifying glasses.

. Blow bubbles.

. Play Lotto, matching real shells with shell shapes.

. Learn a SUMMER poem:

MUD

Mud is very nice to feel
All squishy-squash between the toes!
I'd rather wade in wiggly mud
Than smell a yellow rose.

Nobody else but the rosebush knows
How nice mud feels
Between the toes.

Sing a SUMMER song:

BLOWING BUBBLES (Tune: "I'm Forever Blowing Bubbles")

I'm forever blowing bubbles
Pretty bubbles in the air.
They fly so high
Nearly reach the sky.
But then they fall
And fade and die.
Bubbles I keep blowing
Blowing here and there.
I'm forever blowing bubbles
Pretty bubbles in the air.

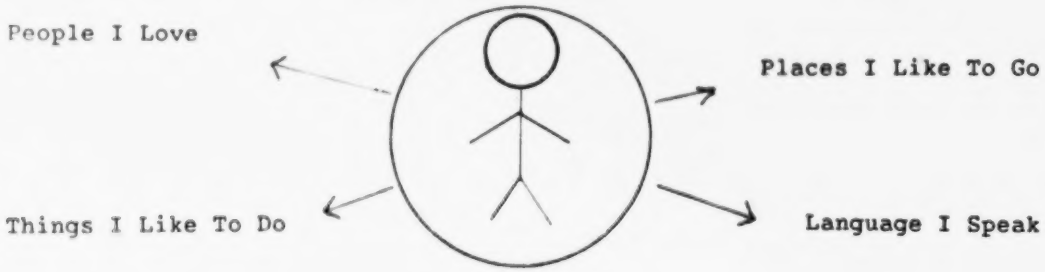
"Mud" by Polly Chase Boyden from The Random House Book of Poetry for Children, edited by Jack Prelutsky. (NY: Random House, 1983), p. 28. Reprinted by permission of estate of Polly Chase Boyden.

"Blowing Bubbles" by Jean Warren from Piggyback Songs, compiled by Jean Warren. (Everett, WA: Warren Publishing, 1983).

The Multicultural Classroom

The multicultural Kindergarten presents children with a broadened view of "their world." This approach enhances each child's feeling of self worth based on the collective experiences of the entire class. It also provides many opportunities for children to share and appreciate the richness of their own culture as well as that of their peers. As children work and play they learn to respect and accept each other.

Children start school with a variety of experiences, habits, attitudes and values acquired from the early years at home. Each child feels like the center of the entire universe!

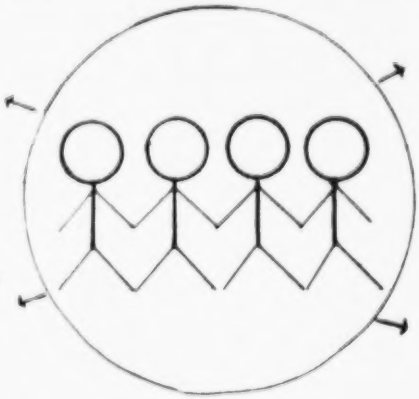


CHILD'S WORLD

The teacher's role develops and expands the child's personalized concept of the universe, using a multicultural perspective. This approach is equally important when the class population is monocultural.

Children learn about other cultures by building on common experiences.

Children learn that different cultures share many similarities.



Children view themselves as capable human beings through nurturing of self-concepts.

The child's appreciation of self allows for broadened awareness and acceptance of diverse cultural heritages within the classroom.

A multicultural perspective helps children to:

- develop a positive self-image and cultural identity.
- respect the values and cultures of themselves and others.
- appreciate differences and similarities of diverse cultural groups in a positive way.
- work harmoniously in a multicultural, multiracial and multilinguistic society.

Methods of Communication and Involvement

Class learning experiences cannot be isolated from the child's home and community environment. Self awareness and acceptance of diverse cultures should expand into all areas of the child's daily life. Parents need to understand the importance of multicultural focus. Communication and involvement are the keys to creating stronger links between school and home.

HOW?	WHY?
. Class interviews . Informal conversations in family room . Volunteering in the classroom . Sharing family customs, special costumes . Sharing cultural arts and artifacts . Accompanying the class on trips	. Highlight values of multicultural perspective. . Identify skills/expertise of parents. . Identify parent career role models/community helpers. . Enhance each child's self image/ social skills. . Reinforce the development of positive attitudes and values.

The Teacher As Role Model

Many children see their teacher as a reflection of themselves. Their behavior in class often imitates adult role models around them. Before preparing to create a multicultural learning environment, the teacher might wish to consider the following questions:

What positive qualities do I possess?

What can I learn about each child's culture through my observation?

What are the cultural resources in the school/community?

What makes me proud of my own culture?

How can I help children share/build pride in their cultures?

What evidence of multicultural and multiracial education can be found in library books, supplies and materials within my classroom?

Is my classroom flexible enough to allow for different learning styles?

How can I use parent resources to complement the focus on multi-cultural education?

Do I observe and assess children objectively, without cultural bias?

Do I allow children the opportunity to engage freely in work and play experiences, and to solve problems when they arise?

THE INTEGRATION OF A MULTICULTURAL PERSPECTIVE INTO ALL AREAS OF THE LEARNING ENVIRONMENT

Housekeeping

Dolls represent different cultural groups and sexes in features and dress.

A variety of garments worn by diverse cultures are available (kimonos, embroidered shirts, dashikis).

Some products used have bilingual labels.

arroz	leche
rice	milk

Pottery, weaving, baskets or native art work from a particular culture are displayed.

Photographs of men and women in a variety of nurturing roles are displayed.

After a trip to a cultural resource in community, area can be rearranged (e.g., after a trip to La Marqueta, use food and food boxes as props for dramatic play).

Language Arts

Nursery rhymes and fingerplays can be taught in different languages.

Folktales and poems reflect different cultures.

Filmstrips, slides and photographs are free of cultural, racial and sexual bias.

All opportunities are used to motivate/ stimulate oral expression in developing children's thoughts, feelings, creative ideas about themselves and others.

Math/Science

Cooking

- Snacks and cooking experiences featuring nutritious ethnic recipes (e.g., tortillas, matzohs, egg rolls).
- Cookbook of various ethnic snacks and recipes made in class.
- Graphs of class preference of snacks.

Blocks

- Pictures and photographs are displayed of homes and buildings in the community.
- Block people accessories are multiracial and non-stereotypical in race and sex roles. (e.g., black male medical person, Asian female construction worker).

Music

Children make simple rhythm instruments used by different cultural groups (e.g., maracas, sitar, African talking drum).

Simple folk dances are taught.

Movement is done through use of ethnic records (e.g., Ella Jenkins).

Songs from different cultures are taught (e.g., Frère Jacques - French, La Linda Manita - Spanish).

Records and cassettes reflect different cultures (Folkway Records).

Library/Listening Center

Books are reflective of different cultural groups (e.g., I'm Glad I'm Me by Elberta Stone, All Kinds of Families by Norma Simon, Santiago by Pura Belpre).

Bilingual books are included in collection (e.g., I Am Here - Yo Estoy Aqui by Rose Blue).

Materials reflect current lifestyles of people from different cultures.

Pictures and photographs used in books and posters are free of cultural, racial and sexual bias.

Art

Children are given opportunities to engage in ethnic crafts. (e.g., pottery, beadwork, mask making).

Realia from different cultures are displayed in the appropriate learning centers (e.g., maracas in music center; basketry in art or housekeeping center).

Pictures displayed around room include self portraits, and males and females of different cultural groups depicted in nontraditional jobs.

It is of paramount importance that the teacher demonstrate respect for children's languages and cultures, and thus for the children themselves! This sensitivity is particularly important with Limited English Proficient (LEP) children, who are apt to make the disconcerting discovery that the language and behaviors that have served them thus far may no longer be useful or appropriate in some settings. We must help children learn a new language and new culture while maintaining esteem for the traditions and values they bring with them to school.

Understanding elements of the child's culture and providing support will enable teachers to make each child feel welcome and eager to participate in the learning experience. The following examples highlight many variables that teachers may observe in children from diverse backgrounds:

- Little or no eye contact when speaking to elders is a sign of respect in Hispanic cultures.

- In Asian cultures the head is considered holy and should not be touched or patted.

- In Haitian culture, using the given or family name is not as great a sign of respect as using a title, such as "teacher."

- Gesturing with a crooked finger pointing upward to indicate "come here" is used only for animals in Indo-Chinese countries. The gesture to people is with four fingers pointing downward.

- Tastes in food vary from culture to culture. A treat brought in by one child may not be as pleasurable to another child.

Avoiding Sexism

The Summer Kindergarten Program provides nonsexist experiences to help children develop a positive self-image and realize their full potential. It is important that the staff:

. use teaching materials and books which depict both males and females in nurturing roles.
. encourage children to choose from a variety of occupational roles and props as they work/play.
. provide time for both boys and girls to engage in active and quiet play.
. create nonsexist interest areas with equal activities for boys and girls.
. avoid sexism in assigning tasks. ("Girls don't drive trains.")
. avoid sexist language and phrases. ("Mary is a tomboy." "Boys are not nurses." "Tamika, that is not ladylike behavior.")
. allow boys and girls to participate in all physical activities they enjoy in order to become strong and physically fit.
. encourage respect and friendship between girls and boys.
. place nonsexist games, puzzles, toys, and manipulatives on the shelves in the classroom.
. allow both boys and girls to exhibit a full range of emotions. Avoid language that inhibits emotional expression. ("Boys don't cry." "Marcos is acting like a sissy.")
. arrange trips that will expose children to career role models engaged in nontraditional jobs.

The following examples show how sexist language can be avoided by using these titles:

police officer
mail carrier
firefighter
flight attendant
sanitation worker

Children with Special Needs

Summer Kindergarten enables children with special needs to explore, create, learn and grow. The supportive classroom environment provides a rich variety of choices and alternative experiences for every child.

The Kindergarten teacher is sensitive to children with:

- special health problems
- difficulties in adjusting emotionally
- physical disabilities
- language processing difficulties
- learning problems.

While providing support for youngsters with special needs, the Kindergarten teacher is aware that their greatest need is to be treated first as children. A child may demonstrate difficulties in one performance area while demonstrating abilities in another. For example, the child with a physical disability may be able to communicate well and enjoy playing with peers. The teacher understands that a child's development may be uneven.

Begin With Observation

Observation is a valuable teaching tool for assessment and planning--to identify specific areas of difficulty and strength, and to devise instructional strategies which facilitate the child's growth in these areas.

In observing a child the teacher may find it helpful to consider the following step-by-step approach:

- Focus on one specific area of development.
- Select a daily classroom activity for the observation.
- List some of the skills involved in the activity (see sample below).
- Make notes on the checklist.
- Use a checklist if there's not enough time to write a description of the child's behavior. You may even decide to use both the checklist and the running record.

Following is an example of one suggested method for recording observational data:

Child's Name: Jamil D.O.B.: 11/20/82

Date of Observation 7/13/88

Developmental Area	Activity	Check if You Observe Behavior	Description of Child's Behavior
socio-emotional development	Dramatic Play		Jamil stacks blocks in one corner of the block area while three other children are building across from him. Gets a truck from the shelf, rolls it up to his pile of blocks, and rolls truck around the blocks. Moves truck up to the group of children. Stops to look at them and moves back to his blocks.
	. engages in isolated play		
	. engages in parallel play	X	
	. engages in cooperative play		
	. initiates interaction	X	
	. passes materials or gives toys to another		
	. takes on a follower role		
	. takes on a leader's role		

In addition to observing the child's needs, areas of strength and interests, the teacher may want to:

. meet with the child's parent(s).
. review the child's current health record.
. confer with Kindergarten Coordinator.

SUGGESTED STRATEGIES

Proceed Developmentally

. Make sure that activities are a challenge without being frustrating.

Be Sequential

. Start with what the child can do: move from what is known, simple, and easy, to the more difficult and complex.

Use Multisensory Approaches

. Provide a variety of activities and materials, e.g., paints, manipulative materials, clay, creative dramatics, music, block-building, movement, cooking, listening to stories.

Be Flexible

. Provide adequate time for child to participate in group activities and still complete tasks.

. Allow child to engage in a different activity from the rest of the class:
  - The child may choose to paint while group is listening to a story.
  - The child may choose to sit quietly and look at a book while other children engage in active play.

Be Concrete

. Use modeling and imitation: the child attends (looks and listens) as the teacher performs the desired behavior, which the child imitates.

Be Specific

. Provide a clear structure for each activity:
  - Let the child know what will be expected by setting limits.
  - Give child the sequence of the activity--preferably through using pictures.
  - Give clear cues for the child to recognize when the activity begins and ends, e.g., "When you have paper and crayons, then you can begin to draw," or (using timer) "When the bell rings we will put the blocks away."

Be Positive

. Recognize and praise small efforts.
. Reinforce responses which come close to achieving the desired behavior.

Be Firm Yet Fair

. Give reasons for acceptable and unacceptable behaviors, e.g., "Put a smock on before you paint so your shirt will not get paint on it."

Be Precise

. Use clear language.

Have Fun

. Allow the child to learn through exploring, experimenting and discovering.

Parent Involvement

Current research shows that effective parent involvement improves children's school attendance, academic achievement and social behavior. Summer Kindergarten encourages the home/school partnership.

The Family Assistant and Kindergarten Coordinator welcome parents into a warm, inviting Family Room and implement a program which highlights the cultural diversities represented. This positive experience will provide a strong foundation for ongoing parent involvement throughout the summer and into the school year.

Following are some suggestions for helping parents feel welcome, comfortable and involved:

1. Make sure parents are always greeted personally.
2. Have parents help in decorating the Family Room.
3. Provide name tags for them to wear, and always address parents by name.
4. Arrange informal "get acquainted" gatherings.
5. Invite parents to be interpreters where needed.
6. Ask for donations of used books and magazines.
7. Plan activities and workshops based on parents' interests, such as aerobics, planting, coupon "swappings," child development or mathematics.
8. Encourage parents to offer assistance to the classroom teachers, utilizing their skills and talents.
9. Identify and recommend community resources and agencies which support the child's development (e.g., health stations, libraries, museums).

Throughout Summer Kindergarten, staff members may use moments at the beginning and end of each day to speak with parents informally as they arrive at school or await dismissal.

Suggested Topics for Discussion

. Stressing the importance of regular attendance.
. Developing good habits at home, such as bedtime routines and proper nutrition.
. Sharing children's school experiences by making specific comments, such as "I see you used four different colors when you painted."
. Reinforcing safety rules regarding traffic lights and crossing streets.
. Encouraging children's independence in dressing and caring for themselves.
. Teaching children to be responsible for putting away their own possessions and completing specific tasks.
. Providing opportunities for playing with other children after school.